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ABSTRACT

This bibliography constitutes a guide to selected reference materials published in English on education in the USSR. The 347 entries, which are indexed alphabetically according to subject categories and cross-referenced, cover the period from 1965 through 1973. Some of the areas stressed are bilingual education, career education, early childhood education, and education for the handicapped. There are listings for every aspect of education in Russia, however, and for many topics related to education. Entries deal with types of schools and academies and types and levels of education ranging from pre-school through university and vocational. Other topics include curriculum and educational planning, research, development and policy. Publications concerning administration, methods and media, libraries and extra-curricular activities are also listed. (CKL)

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An Annotated Bibliography of English-Language Materials 1963-1973

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Education in the U.S.S.R.

An Annotated Bibliography of English-Language Materials 1963–1973

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FOREWORD

It is abundantly clear that increasing understanding between the United States and the Union of Soviet Socialist Republics is in the mutual interests of both nations as well as of the world at large. Education has especially important contributions to make to this objective.

The U.S. Office of Education takes very seriously its professional responsibilities for helping expand and improve international understanding and cooperation with the U.S.S.R. and makes important contributions in a variety of ways. Continuing efforts include financial assistance to comprehensive Russian language and area studies centers in several American colleges and universities, graduate student and faculty fellowships for research and training in Soviet studies both in the United States and in the U.S.S.R., sponsorship of selected efforts to produce teaching materials and preparation of research monographs and bibliographies on various aspects of education in the U.S.S.R., and leadership in the exchange of educational delegations between the two countries for firsthand observations and the sharing of experience on problems of common concern.

Among the recent examples of basic instructional and reference materials produced or in process under USOE auspices are the following:

Soviet Programs in International Education, a summary of recent developments (OE–14155, 1971).

Russian-English Idiom Dictionary, the new standard reference (Wayne State University Press, 1973).

An up-to-date review of major Soviet educational developments in the 1970's, the first part of which (statistics and legislation) is now in press.

The present publication, described below.

The purpose of this publication, *Education in the U.S.S.R.: An Annotated Bibliography of English-Language Materials, 1965–1973,* is to make readily available to all interested in Soviet education a guide to selected reference materials on education in the U.S.S.R. published in English since the predecessor bibliography was produced by the Office

of Education a decade ago. The entries cover the period 1965 through 1973.

The present annotated bibliography lists 347 titles indexed in 224 subject categories, a significant increase over the 281 titles and 78 subject categories in the earlier listing. It is arranged alphabetically by subject category and features extensive cross-referencing. An author index is also included.

The number of subject categories and cross-references has been expanded considerably in the present bibliography to increase the productivity of those searching for source material on the particular educational problems with which they are concerned. Special attention has been given to categories of current priority interest in American education: for example, bilingual education, career education, early childhood education, and education for the handicapped.

While a wide range of views is expressed in the various entries, the inclusion of an item does not constitute any official acceptance or endorsement by the Office of Education of any position or recommendation therein. As was the case in the earlier bibliography, material from Soviet publications provides some information not found in other sources and yields unique insight into Soviet educational philosophy and the Soviet conception of the relationship between the educational system and the state. The purpose of this publication is essentially one of facilitating access to a sizable and complex body of literature on education in a particularly important major nation. While a careful, systematic effort was made to provide reasonably comprehensive coverage of useful materials, the resulting compilation does not purport to provide a critical review of the many and varied items included.

The author, Nellie Apanasewicz, is a research and program specialist on education in Eastern Europe. With the U.S. Office of Education since 1958, she has previously authored several OE publications in collaboration with the senior specialist, Seymour M. Rosen. These joint efforts include *Soviet Education: A Bibliography of English-Language Materials* (1964), *Textbooks for Soviet Schools* (1966), and *Final Examinations in the Russian Ten-Year School* (1966).

Robert Leestma
Associate Commissioner
for Institutional Development
and International Education

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See nos. 3, 18, 25, 29, 31, 33, 51, 57, 71, 73, 74, 91, 95, 100, 109, 139, 166, 174, 175, 205, 221, 224, 228, 244, 259, 265, 267, 268, 269, 280, 288, 302, 303, 322, 324, 325, 332, 338.

Academies of Sciences

1. *Scientific Siberia.* Novosibirsk: Siberian Branch, USSR Academy of Sciences/Moscow: Progress Publishers, n.d., approx. 106 pp.

This publication, in Russian and English, describes the Siberian Branch of the USSR Academy of Sciences, its establishment, development, organizational structure, research functions, and numbers of members; and *Akademgorodok*, the Research Center for Siberia and the Far Eastern Area of the USSR. Publication carries a large number of descriptive photographs.

See also nos. 3, 6, 18, 25, 33, 62, 73, 74, 91, 95, 98, 100, 101, 109, 111, 125, 174, 214, 221, 228, 231, 232, 234, 235, 255, 258, 259, 265, 268, 269, 280, 284, 288, 322, 325.

Administration of Education

2. KONDAKOV, M. I. "Education Management in the USSR." *Education in the USSR* (See item 333). pp. 142–48.

Describes the organization and functions of the Ministry of Education of the USSR; the Ministries of Education of the Union Republics; the regional and district departments of education, and teachers' councils.

3. RUDMAN, HERBERT C. *The School and State in the USSR.* New York: The Macmillan Co., 1967. 286 pp.

"The book is divided into two major parts. Part I discusses the role of state agencies in the administration of the educational process. . . . Part II analyzes the roles of the trade unions and the RSFSR Academy of Pedagogical Sciences in the administration and control of education. . . ."

See also nos. 2, 4, 8, 18, 19, 22, 23, 25, 26, 33, 35, 37, 41, 43, 46, 47, 50, 51, 52, 56, 60, 62, 63, 66, 71, 73, 74, 80, 84, 91, 95, 99, 100, 101, 102, 104, 106, 108, 111, 125, 134, 154, 156, 158, 159, 160, 162, 166, 173, 174, 178, 179, 180, 202, 205, 206, 209, 210, 211, 212, 214, 215, 221, 222, 223, 224, 230, 231, 243, 250, 251, 253, 255, 256, 259, 262, 263, 264, 265, 266, 268, 269, 280, 281, 288, 292, 303, 306, 307, 308, 309, 315, 317, 322, 324, 325, 327, 328, 331, 332, 334, 335, 337, 338, 339, 340, 341, 346.

Adult Education

4. BELDING, ROBERT E. "Is There a Lesson for Us in Soviet Mass Education?" *Selected Models of Worker Education in Europe* (Re-

search Series III, 1973). Iowa City, Iowa: The University of Iowa, Center for Labor Management/College of Business Administration, 1973. pp. 32–37.

". . . Here is a review of the development of machinery for implementing mass adult education in the Soviet Union, together with a consideration of the management of two adult-oriented problems pertinent to all developed countries: vocational-technical training, and the education of dropouts. . . ."

5. KOLMAKOVA, M. N. "General Education Schools for Adults." *Education in the USSR* (See item 333). pp. 106–110.

Information on the development of adult education and the liquidation of illiteracy, and description of adult education schools such as evening and correspondence schools, schools for working people, and evening vocational and technical schools.

See also nos. 3, 25, 26, 32, 51, 54, 56, 62, 89, 91, 95, 100, 108, 118, 131, 160, 174, 221, 249, 250, 251, 259, 265, 266, 268, 269, 280, 282, 293, 308, 327, 332, 338, 339.

Africa, Soviet Studies on

6. USSR Academy of Sciences, Institute of Africa. *Survey of African Studies in the Soviet Union*. Moscow: "Nauka" Publishing House, Central Department of Oriental Literature, 1969. 445 pp.

The introduction, by the Director of the Institute of Africa, USSR Academy of Sciencies, gives information on the centers for African studies in the USSR; the structure and work of the Institute of Africa, founded in October 1959; the main achievements of Soviet African studies; works by African authors translated into Russian; the tasks of Soviet African studies; scientific links between the USSR Academy of Sciences and research institutions, and centers in Africa; the work of Soviet scientists in spreading knowledge about Africa in the USSR. "This collection of articles, which is devoted exclusively to social sciences, was compiled by Africanists from various institutes of the USSR Academy of Sciences. . . . Each article concerns a definite field of African studies—history, geography, anthropology, economics, etc. . . ."

Agricultural Education

See nos. 51, 56, 101, 103, 104, 109, 118, 248, 253, 268, 269, 280, 297, 322, 332, 341.

Archives

7. GRIMSTED, PATRICIA KENNEDY. *Archives and Manuscript Repositories in the U.S.S.R.: Moscow and Leningrad*. Princeton, N.J.: Princeton University Press, 1973. 480 pp.

". . . The present volume provides the first comprehensive, authoritative directory of archives and other manuscript repositories in Moscow and Leningrad. It describes the holdings of over seventy-five institutions, including state archives, repositories under the Academy of Sciences, the Communist Party, and the Foreign Ministry, and the manuscript divisions of a wide variety of libraries and museums; in each case it gives information about their history, contents, published descriptions and catalogs, and working conditions. . . ."

See also nos. 15, 81, 109.

Arithmetic, Teaching of

See no. 312.

Arts

8. BOOKBINDER, ROBERT M. "Theater Molds Soviet Children." *Instructor* LXXIX, no. 2, October 1969, pp. 146–50.

"In the USSR, school, family, Pioneer and Komsomol youth organizations, and extra-school institutions are joined in a common educational goal: the preparation of well integrated fighters for and builders of Communism. . . . Not the least of these is the Soviet Children's Theater . . . officially defined as 'a powerful educational and pedagogical medium for molding the personality of the young citizen.' . . ." Article describes the administration and organization of the theater, its repertoire, and actors' responsibilities.

See also nos. 23, 33, 80, 101, 103, 109, 111, 119, 149, 170, 171, 172, 186, 192, 193, 215, 265, 268, 280, 288, 295, 297, 299, 322.

Art, Teaching of

See nos. 193, 280, 297, 312.

Astronomy, Teaching of

See no. 312.

Audiovisual Aids

See nos. 25, 53, 59, 73, 76, 158, 162, 216, 280, 307, 308, 309, 310, 325.

Audiovisual Instruction

See nos. 53, 59, 73, 76, 158, 159, 216, 280, 307, 308, 309, 310.

Bibliographies

9. BRICKMAN, WILLIAM W. "A Bibliographical Introduction to So-

viet Education." *School and Society:* 100, no. 2341, April 1972. pp. 259–70.

Material is arranged according to the following categories: History; Theory and Principles; Recent and Contemporary Monographs and Studies; Descriptions, Reports, and Surveys; Documents; Bibliographies; Soviet Educational Journals; General Newspapers and Periodicals in Russian; Soviet Periodicals in English; Encyclopedias; Manuscripts; Miscellaneous. Russian and Ukrainian titles are annotated.

10. EPSTEIN, FRITZ T., ed. *The American Bibliography of Russian and East European Studies for 1966* (Russian and East European Series, vol. 40). Bloomington, Ind.: Indiana University Press, 1972. 148 pp.

For information on Soviet education and Soviet science, see pp. 86–88.

11. HORECKY, PAUL L., ed. *Russia and the Soviet Union: A Bibliographic Guide to Western-Language Publications.* Chicago: The University of Chicago Press, 1965. 473 pp.

See particularly section F, "Education and Research," pp. 351–70.

12. International Association for Education and Vocational Guidance. "Vocational Guidance." *Educational Documentation and Information,* no. 181, 4th quarter, 1971 (Bulletin of the International Bureau of Education). Paris/Geneva:UNESCO/IBE.

For annotated items on education in the USSR, see pp. 25, 28, 29, 31, 41.

13. PAULSTON, ROLLAND G. *Non-Formal Education: An Annotated Bibliography.* New York: Praeger Publishers, 1972. 332 pp.

For information on the USSR, see nos. 2104, 2209, 3611, 5506, 5808, 5904, 6524, 7123.

14. SARKISSIAN, ARSHAG O., and JOSEPH G. WHELAN. *World Communism, 1964–1969: A Selected Bibliography, Volume II* (Prepared for the Committee on the Judiciary of the U.S. Senate). Washington: U.S. Government Printing Office, 1971. 420 pp.

See particularly pp. 157–171 on Soviet education, science and technology, society, religion, nationalities.

15. SIMMONS, J. S. G. *Russian Bibliography: Libraries and Archives.* Middlesex, England: Anthony C. Hall, 1973. 76 pp.

"A selective list of bibliographical references for students of Russian history; literature; political, social, and philosophical thought; theology; and linguistics."

16. WATT, LOIS B.; DELIA GOETZ; and CAROLINE STANLEY. *Books Related to the Social Studies in Elementary and Secondary Schools* (A Bibliography From the Educational Materials Center). OE–31011. U.S. Department of Health, Education, and Welfare, Office

of Education. Washington: U.S. Government Printing Office, 1969. 27 pp.

See particularly pp. 11, 12, 23 for books relating to the USSR.

See also nos. 93, 219.

Bilingual Education

17. BARTLEY, DIANA E. *Soviet Approaches to Bilingual Education* (Language and the Teacher: A Series in Applied Linguistics:10). Philadelphia, Pa.: The Center for Curriculum Development, Inc., 1971. 281 pp.

Chapter I examines the nature of the long-range and immediate objectives of general secondary polytechnical education and of the general secondary polytechnical school with specialization in foreign languages, and describes the course structure and overall organization of the school. Chapter II examines the foreign language curriculum; e.g., its organization, purpose, and objectives. Chapter III examines the materials used in the foreign language classes. Chapter IV discusses teacher-training programs, using the program from the Hertzen Pedagogical Institute as a model.

See also nos. 26, 135, 224, 265, 332.

Biology, Teaching of

See nos. 77, 80, 254, 297, 307, 312.

Boarding Schools

18. FRASER, W. R. *Residential Education.* New York: Pergamon Press, 1968. 312 pp.

See particularly chapter 3, "The Attempt to Establish a Tradition in the USSR," pp. 49–78, which discusses boarding schools in Russia before the 1917 Revolution and explores the factors affecting residential education in the USSR, which "reveal both the nature of Soviet belief in boarding schools and the nature of the political, ideological, social and professional environments in which these schools are set. . . ."

See also nos. 3, 24, 44, 45, 62, 84, 90, 91, 95, 98, 158, 221, 223, 224, 230, 242–250, 255, 259, 267, 268, 269, 280, 288, 293, 294, 296, 317, 322, 327, 332, 342.

Botany, Teaching of

See no. 312.

Career Education

19. ROSEN, SEYMOUR M. "Education for Career Development in the U.S.S.R." *International/Intercultural Education Reports.* Washington: U.S. Department of Health, Education, and Welfare, Office of Education, Institute of International Studies, April 1973. pp. 34–44.

Information on developments in education since 1958, development of polytechnical education and the reform of 1958–59, education trends since the mid-1960's, modernization of the curriculum as of 1969, development of science-mathematics schools, education facilities and opportunities for the disadvantaged, vocational or career guidance, and the June 1972 decrees issued by the Central Committee of the Communist Party of the Soviet Union, together with the USSR Council of Ministers, which "represented a significant step in the Soviet attempt to solve the ever-pressing problem of 'preparing students for life' and of educating Soviet youth for careers in a modern industrial society."

See also Polytechnical Education and nos. 159, 209, 307, 308, 346.

Character Education

20. BRONFENBRENNER, URIE. "Soviet Methods of Character Education." *Comparative Perspectives on Education* (See item 30). pp. 57–65.

From "Soviet Methods of Character Education: Some Implications to Research," by Urie Bronfenbrenner in *Review of Recent Research Bearing on Religious and Character Formation* (Research Supplement to *Religious Education,* July–August 1962).

Contents: Soviet Methods of Character Education, The Work and Ideas of A. S. Makarenko, Socialization in the School Collective.

See also Moral Education and nos. 32, 119, 152, 167, 196, 245, 319, 320.

Chemistry, Teaching of

See nos. 82, 104, 230, 307, 308, 312.

Childhood Education

See nos. 22, 23, 24, 57, 90, 193, 212, 213, 214, 215, 221, 254, 265, 280, 292, 315, 317, 324, 338.

Child Rearing

21. GOLUBEVA, VERA, and IRINA NARUSOVA. *Welcome, Little One! Mother and Child Care in the USSR.* Moscow: Novosti Press Agency Publishing House, n.d., 38 pp.

Information on the status of women in the USSR and methods available for child care of children of working mothers.

22. HILDRETH, GERTRUDE. "Child Training in the U.S.S.R." *Education:* 89, no. 2, November–December 1968. pp. 173–81.

Article is based on author's visit in the summer of 1965 to the Soviet Union, where she observed children in a nursery-kindergarten center, a Young Pioneer camp, recreation centers, and other places. She describes the influence of Pavlov on child training in the USSR, lists the more common rewards and punishments used in the schools and elsewhere, and evaluates the results of the child-training systems used.

23. KLYUCHARYOVA, IRINA. *Children, Parents, the State.* Moscow (?): APN (Academy of Pedagogical Sciences), Novosti Press Agency Publishing House, n.d., 135 pp.

Includes information on the various children's resorts in the Soviet Union, particularly that in Yevpatoria, "the city which is entirely given over to children . . ."; on the development of mother and child care brought about by various decrees, beginning with the decree passed in 1918; preschool, elementary, and secondary education; the link between the family and the school; and youth organizations, e.g., the Komsomols and Pioneers.

24. VEILLARD-CYBULSKA, HENRYKA. "Aspects of Child Welfare in the People's Democracies: U.S.S.R." *International Child Welfare Review:* XIX, no. 3, 1965. Geneva: International Union for Child Welfare. pp. 101–32.

Some of the topics discussed are preschool education, parent education, school education (boarding schools, compulsory schooling, technical, and vocational schools), parent-teacher activities, out-of-school education, welfare of maladjusted and delinquent children, treatment of delinquent children and young people, youth movements.

See also nos. 44, 57, 62, 90, 193, 210, 211, 212, 213, 214, 215, 221, 225, 242, 250, 254, 265, 268, 280, 288, 292, 293, 296, 315, 317, 324, 338, 342.

Communist Education

25. MICKIEWICZ, ELLEN PROPPER. *Soviet Political Schools: The Communist Party Adult Instruction System* (Yale Russian and East European Studies, 3). New Haven and London, Conn.: Yale University Press, 1967. 190 pp.

Information on the origins and purposes of adult political education; the teaching staff; teaching methods and media; universities of Marxism-Leninism; the *politshkola* (political school) which gives beginning political instruction to adults; study circles; and independent political studies.

26. SHIMONIAK, WASYL. *Communist Education: Its History, Philosophy, and Politics.* New York: Rand McNally and Company, 1970. 506 pp.

Part One, "School and Society in the U.S.S.R.," pp. 3–211, covers the following: The Population of Russia-U.S.S.R., School and Society Before 1917, Goals of Soviet Education, Soviet Educational and Cultural Reforms, New Types of Schools vs. New Demands, Administration and Control, Curriculum Policies, Methods of Teaching, Dialectical Materialism vs. Education, Some Concepts of Soviet Educational Psychology. Part Two, "Impact of Communist Policies on the Soviet Society," pp. 215–88, covers: Bolshevik Linguistic Policies, Religion and Communism, Women and Communism, Some Concepts of Soviet Culture. Part Three deals with School and Society in Other Communist Countries.

See also nos. 3, 4, 8, 26, 28, 35, 54, 57, 73, 74, 95, 115, 129, 130, 132, 134, 160, 166, 167, 204, 205, 206, 210, 211, 215, 221, 222, 223, 244, 245, 253, 254, 255, 256, 257, 259, 262, 263, 268, 269, 280, 285, 292, 295, 296, 308, 317, 338.

Communist Party

27. BEACH, BEATRICE. "The Education of Members of the Central Committee of the Communist Party of the Soviet Union." *Comparative Education Review:* XIII, no. 2, June 1969. pp. 187–96.

"This paper analyzes the levels of education of the members of the Central Committee of the Communist Party of the Soviet Union, and compares them with the educational levels of the Soviet population as a whole, the white collar labor force, and the Communist Party membership. . . .".

28. FISCHER, GEORGE. *The Soviet System and Modern Society.* New York: Atherton Press, 1968. 199 pp.

This work focuses on the high level executives of the Communist Party within the framework of the modern Soviet social order. Chapter 4, "Schooling," pp. 92–105, describes the role of formal schooling in the careers of top Party executives, e.g., the role of the Party schools, particularly The Higher Party School of the Central Committee; and includes various statistical information relating to the educational attainments of the executives according to age, level of study completed, and major field of study.

See also nos. 3, 18, 19, 26, 35, 40, 54, 73, 74, 95, 106, 115, 129, 130, 131, 132, 148, 149, 160, 162, 166, 167, 205, 206, 221, 222, 223, 241, 242, 244, 253, 257, 259, 269, 280, 285, 288, 292, 328, 338.

Comparative Education

29. LAUWERYS, JOSEPH A. "Comparative Education in Moscow." *International Review of Education:* 11, no. 2, 1965. pp. 218–19.

Information on a conference held by The Academy of Educational Sciences, Moscow, December 1964, at which attention was primarily "given to the problem of comparative education, to the model of interpretation of educational phenomena, to the influence of Marxism upon educational theory. . . ."

30. HAVIGHURST, ROBERT J., ed. *Comparative Perspectives on Education*. Boston: Little, Brown and Company, 1968. 285 pp.

For annotation, see items 20, 32, 76, 240, 318.

31. MALKOVA, ZOYA. "Research in Comparative Education at the U.S.S.R. Academy of Educational Sciences." *Convergence:* III, no. 4, 1970. pp. 24–28.

Information on studies that had been conducted or are being carried out on the manual training of students in socialist and Western countries, polytechnical education of students in socialist countries, school reforms in socialist countries during the 1960's, teacher education in foreign countries, and the rapid process of "technicalization" of schools in industrially developed countries.

32. "The Soviet Union." *Comparative Perspectives on Education* (See item 30). pp. 38–42.

The following "principal features of the Soviet education system" are described briefly "as a background for understanding the readings in this section": (1) Unitary System; (2) As Much Education as Possible; (3) Adult Education; (4) Polytechnic Education, Learning To Be a Good Member of a Collective; Learning as Experience vs. Learning as Maturation. For annotation, see items 20, 32, 76, 240, 318.

See also nos. 36, 37, 38, 40, 41, 42, 43, 48, 63, 99, 100, 108, 113, 125, 126, 127, 173, 184, 198, 202, 208, 255, 256, 273, 274, 275, 276, 278, 279, 280, 281, 341.

Compulsory Education

See nos. 3, 24, 26, 40, 55, 56, 62, 73, 74, 84, 91, 95, 111, 154, 166, 205, 221, 223, 224, 250, 251, 253, 254, 255, 259, 265, 268, 269, 280, 288, 292, 293, 303, 322, 324, 328, 332, 338..

Computer Programing

See nos. 59, 75, 158, 205, 216, 307, 308, 310.

Continuing Education

See nos. 76, 159, 209, 307, 308.

Correspondence Studies

See nos. 3, 4, 5, 51, 56, 73, 74, 84, 91, 95, 100, 101, 103, 104, 106, 108, 158, 159, 174, 205, 209, 259, 263, 268, 269, 280, 302, 303, 306, 327, 332, 338.

Counseling

See Guidance and nos. 12, 19, 94, 265, 267, 324.

Cultural Policy

33. ZVORYKIN, A. A., et al. *Cultural Policy in the Union of Soviet Socialist Republics* (Studies and Documents on Cultural Policies, 8). Paris: UNESCO, 1970. 68 pp.

Information on the evolution of cultural policy in the USSR, evaluation of cultural needs and forecasting of cultural development, dissemination of culture and encouragement of artistic creation, and cultural policy and the formation and development of the personality.

See also nos. 8, 14, 26, 28, 45, 54, 57, 68, 69, 71, 74, 95, 122, 125, 126, 129, 130, 134, 148, 149, 165, 205, 221, 241, 242, 249, 257, 259, 265, 281, 295.

Curriculums

34. CHABE, ALEXANDER M. "Soviet Curricular Developments and Trends." *Educational Leadership:* 26, no. 7, April 1969. pp. 666–70.

"This study has two purposes: (a) to examine and evaluate the curriculum plan of the RSFSR (Russian Republic) general education school, and (b) to identify and interpret Soviet curricular trends." Curriculum tables for the RSFSR general education school are included.

35. ROSEN, SEYMOUR M. "U.S.S.R.: Recent Major Curriculum Changes." *Strategies for Curriculum Change: Cases from 13 Nations.* Scranton, Pa.: International Textbook Co., 1968. pp. 136–50.

Describes the three major periods in Soviet education in the half century of the existence of the Soviet State, i.e., the Experimental Period, prior to 1920 and through the early 1930's; the Conservative Period, 1930's to the mid-1950's; the educational reform of 1958 and the Polytechnical Period which followed.

See also nos. 3, 4, 17, 19, 23, 24, 25, 26, 37, 38, 40, 41, 43, 46, 53, 56, 60, 62, 71, 73, 74, 77, 80, 82, 84, 91, 95, 99, 100, 101, 104, 106, 115, 116, 117, 125, 126, 127, 132, 137, 146, 147, 154, 157, 158, 160, 162, 167, 171, 173, 174, 176, 177, 178, 179, 180, 193, 202, 205, 210, 211, 212, 215, 218, 221, 223, 224, 230, 239, 240, 243, 244, 254, 255, 259, 263, 265, 267, 268, 269, 278, 280, 281, 282, 288, 292, 294, 302, 303, 306, 307, 308, 309, 312, 317, 321, 322, 324, 325, 328, 331, 332, 334, 338, 339, 340, 341, 346.

Defectology

See Handicapped, Education of, and nos. 193, 205, 217, 265, 280, 298, 332.

Degrees, International Equivalencies of

36. American Association of Collegiate Registrars and Admissions Officers. *U.S.S.R: A Guide to the Academic Placement of Students from the U.S.S.R. in Education Institutions in the United States* (World Education Series). Washington: AACRAO, 1966. 16 pp.

Guide to placement at the undergraduate level of U.S.S.R. secondary general education school graduates, technicum graduates, and university students; placement of diploma graduates from Soviet universities and institutes; placement of those with advanced Soviet degrees, i.e., the Candidate of Sciences and Doctor of Sciences degrees. Includes a description of the Soviet education system.

37. Bodelsen, C. A. "An Appraisal of the Methods of Establishing Equivalences Between Degrees and Diplomas for Academic Purposes: Union of Soviet Socialist Republics." *Methods of Establishing Equivalences Between Degrees and Diplomas* (See Item 39). pp. 119–24.

Includes a historical outline of the development of the methods of establishing and according equivalencies in the Soviet Union; an assessment of the academic standards reached in different countries, e.g., in the USSR, the United States, the United Kingdom, and East Germany; and information on the bilateral and multilateral conventions and agreements concluded between the Soviet Union and other countries, e.g., Czechoslovakia, East Germany, Italy.

38. Halls, W. D. *International Equivalences in Access to Higher Education: A Study of Problems with Special Reference to Selected Countries* (Studies on International Equivalences of Degrees). Paris: UNESCO, 1971. 137 pp.

Includes information on the secondary school-leaving examinations that students in the USSR must take if they wish to apply to higher education institutions there, requirements for foreign students wishing to study in the USSR, various comparative tables on studies in the USSR and in the other countries selected for this study, and other relevant comparative information.

39. International Association of Universities. *Methods of Establishing Equivalences Between Degrees and Diplomas* (Studies on International Equivalences of Degrees). Paris: UNESCO, 1970. 143 pp.

For annotation, see items 37, 41.

40. Mitter, Wolfgang. "On the Efficiency of the Soviet School System." *Comparative Education:* 9, no. 1, March 1973, pp. 34–47.

Article is "summarized from a revised version of a paper presented

to the VII International Conference at Rockville, Maryland, U.S.A., arranged by the *Conference on European Problems,* October 7–10, 1971." Author points up the growing interest among educational circles in the Federal Republic of Germany regarding education in the Soviet Union. " . . . From the various questions raised we must particularly emphasize two . . . (1) Can a school system be efficient in which up until the tenth year of schooling pupils with varying degrees of aptitude are taught not only according to common syllabuses but all together in classes according to year of birth? (2) Is the Soviet school-leaving certificate thus obtained after ten years' schooling comparable as regards efficiency with the West German *Abitur* (grammar school-leaving examination), which entails thirteen years of schooling, of which nine are spent in a selective grammar school? . . ." Subject headings are: Educational Policy as an Element of Social Policy, Ways of Attaining University-Entrance Qualifications, General Education and Plans for Life.

41. SERGEEV, E. M. "Union of Soviet Socialist Republics." *Methods of Establishing Equivalences Between Degrees and Diplomas* (See item 39). pp. 59–72.

Defines the criteria used in the methods of establishing equivalencies in the USSR for foreign diplomas and degrees; compares the systems of higher education of East Germany, Japan, the United Kingdom, and the United States with the system of higher education of the USSR; and gives information on the bilateral and multilateral conventions and agreements concluded between the USSR and other countries.

42. SHARP, THEODORE; INEZ SEPMEYER; and MARTENA SASNETT. *The Country Index: Interpretations for Use in the Evaluation of Foreign Secondary Academic Credentials.* North Hollywood, Calif.: International Education Research Foundation, Inc., 1971.

For information on the USSR, see pp. 199–200.

See also nos. 43, 99, 127, 173, 202, 341.

Dental Education

43. World Health Organization. *World Directory of Dental Schools, 1963.* Geneva: WHO, 1967. pp. 219–25, 257–82.

Information on administration, admission requirements, curriculums, examinations, and graduation and licensing requirements; names and addresses of dental schools in each Republic, year founded, and total enrollment and numbers of graduates in each. Appendixes include, in an alphabetical listing of countries, information on conditions governing dental studies, licensing procedures, and the right to practice dentistry in each country; and a comparative listing, by country, of the numbers of dental, medical, pharmacy, and veterinary schools.

See also no. 103.

44. ANWEILER, OSKAR. "Some Results of the Educational Development in the USSR 50 Years After the Revolution" (paper presented at the Sixth Conference on World Politics, Berlin, 1967). Bochum, West Germany: University of the Ruhr. 15 pp. Mimeograph.

Discusses the various phases and stages of Soviet education policies and the ideological role of the family and the role of boarding schools in the development of education. Statistics are given for 1965–66 on numbers of schools, students, and graduates.

45. BRICKMAN, WILLIAM W. "Educational Development of the Soviet Union: Introduction." *School and Society:* 100, no. 2338, January 1972. pp. 30–31.

Outlines the development of Soviet education from the 1917 October Revolution over a period of 50 years citing, for example, efforts to liquidate illiteracy, private schools, the teaching of religion; the effects of World War II on culture and education; and the rise of Soviet education in international esteem from 1957, as a result of the successful launching of the Sputniks.

46. CAREY, DAVID W. "Developments in Soviet Education." *Soviet Economic Prospects for the Seventies* (A Compendium of Papers submitted to the Joint Economic Committee, Congress of the United States). Washington: U.S. Government Printing Office, 1973. pp. 594–636.

Information on the structure and administration of Soviet education; developments in Soviet education since the mid-1950's; trends in individual programs in elementary and general secondary education, vocational-technical education, secondary specialized education, and higher education; and on the outlook for education's contribution to Soviet economic growth. Tables include data on enrollments in and numbers of graduates from, for example, general education schools, secondary specialized schools, and higher education institutions.

47. DEWITT, NICHOLAS. *The October Revolution and Soviet Education*. Bloomington, Ind.: Indiana University, Russian and East European Institute, 1968. pp. 235–53. Reprint from *Canadian Slavonic Papers:* X, no. 3, 1968.

Discusses the development of Soviet education from the October Revolution through the 1950's; the education reforms of 1958 and the early 1960's; polytechnical education; and professional and semiprofessional education at the secondary and higher education levels.

48. KING, EDMUND J. "The Soviet Union: The Claims of Communism." *Other Schools and Ours: A Comparative Study for Today*. New York: Holt, Rinehart and Winston, Inc., 1967. pp. 217–55.

Discusses three phases of Soviet educational development: 1917–29, 1929–45, 1945–60's.

See also nos. 3, 18, 19, 35, 50, 56, 62, 63, 64, 65, 66, 68, 69, 71,72, 73, 74, 78, 80, 84, 95, 98, 102, 105, 110, 111, 112, 114, 140, 154, 155, 166, 174, 175, 204, 205, 207, 221, 222, 223, 224, 240, 243, 249, 251, 253, 255, 256, 257, 259, 260, 261, 263, 266, 267, 268, 269, 280, 281, 288, 289, 291, 306, 315, 322, 327, 328, 330, 332, 337, 338, 339, 340.

Differentiated Education

See nos. 19, 146.

Disadvantaged, Education of

See nos. 19, 24, 193, 259.

Discipline

49. HALTMEYER, NORMAN. "No Discipline Problems for the Teacher?" *Educational Leadership:* 30, no. 1, October 1972. pp. 61–62.

Article, based on author's visit to the Soviet Union, outlines methods used by school children in disciplining their peers whose behavior may have a detrimental effect on the group and points out the relatively limited involvement of Soviet teachers in solving discipline problems.

See also nos. 18, 22, 24, 130, 152, 167, 193, 205, 259, 265, 269, 280, 319, 320, 324.

Drawing, Teaching of

See no. 312.

Dropouts

See nos. 3, 4, 38, 56, 74, 80, 128, 268, 269, 280, 308.

Early Childhood Education

See Preschool Education and nos. 22, 23, 24, 44, 57, 90, 137, 193, 210, 211, 212, 213, 214, 215, 221, 265, 280, 288, 292, 315, 317, 322.

Economics of Education

50. BOWMAN, MARY JEAN; MICHEL DEBEAUVAIS; V. E. KOMAROV; and JOHN VAIZEY. *Readings in the Economics of Education.* Paris: UNESCO, 1968. 945 pp.

For information on Soviet education see pp. 59–64, 85–93, 399–452, 732–42, 865–68.

51. NOAH, HAROLD J., ed. and transl. *The Economics of Education in the U.S.S.R.* (Prager Special Studies in International Economics and Development). New York: Frederick A. Praeger, 1969. 227 pp.

"This collection presents a selection of the materials from the Scientific Coordinating Conference on Questions of the Economics of Education, which took place in Moscow at the MGPI (Lenin Institute) in 1964. . . . The material is grouped in three parts: I—General questions of the economics of education; II—General education training and increasing the effectiveness of labor; III—Questions of the planning of education. . . ."

See also nos. 3, 8, 19, 25, 28, 33, 46, 47, 52, 54, 55, 56, 60, 61, 62, 63, 64, 65, 66, 69, 73, 74, 78, 80, 91, 95, 100, 101, 106, 108, 115, 129, 140, 154, 155, 156, 174, 205, 209, 221, 228, 241, 249, 250, 251, 253, 254, 259, 262, 264, 268, 269, 278, 280, 282, 288, 289, 293, 306, 307, 308, 309, 328, 339, 346.

Educational Achievements

See nos. 60, 66, 101, 155, 166, 205, 256, 262, 266, 280, 317, 318, 337.

Educational Attainments

52. GOODMAN, ANN S., and MURRAY FESHBACH. *Estimates and Projections of Educational Attainment in the USSR:* 1950–1985 (International Population Reports Series P–91, no. 16). Washington: U.S. Department of Commerce, Bureau of the Census, December 1967. 23 pp.

"The report discusses the significant results of the projections, provides a brief description of the institutional framework and various qualitative factors which affect attainment, and gives a detailed description of the assumptions and methods used in preparing the estimates and projections. . . ."

See also nos. 60, 66, 74, 101, 154, 166, 205, 221, 256, 280, 317, 337.

Educational Manpower

See nos. 55, 60, 63, 66, 73, 76, 91, 106, 156, 205, 209, 264, 278, 282.

Educational Media

53. GRADY, W. F. "The Professional Preparation of Media Personnel in the USSR." *Audiovisual Instruction:* 15, no. 3, March 1970, pp. 84–85.

The author visited Kiev, Leningrad, and Moscow in July 1969 with an Educational Media Tour. He points out that "the preparation program outlined most often seemed to be a general approach for the AV preparation of the classroom teacher rather than a specialized program to prepare an educational media specialist. . . ." A brief de-

scription is given of the courses available in the use of technical aids to students graduating from pedagogical institutes.

See also nos. 33, 54, 59, 73, 75, 119, 130, 159, 205, 216, 280, 307, 308, 309, 310.

Educational Organizations

54. ZAICHIKOV, VASILY. *Academy for Millions.* Moscow: APN/Novosti Press Agency Publishing House, n.d., 71 pp.

"This is the story of a unique and vast educational organization . . . the All-Union Society *Znaniye* (Knowledge) which disseminates an enormous range of scientific, technological, political, and cultural knowledge among a very large mass of people. . . ." Information on the development of the Society and the influence on such development of notable Russian philosophers, scientists, and writers; its administration and organization; methods used by the Society in disseminating information; e.g., lectures, communications media, meetings with working personnel of industrial and other organizations, peoples' universities; the Society's Council on History and International Affairs and the work of the Society in the international field.

See also nos. 172, 235, 265.

Educational Planning

55. DEWITT, NICHOLAS. "Educational and Manpower Planning in the Soviet Union." *The World Year Book of Education, 1967: Educational Planning* (See item 347). pp. 219–39.

Discusses Soviet educational policies and manpower development; planning of general compulsory education, secondary general and specialized education, and postsecondary and higher education; and the effectiveness of the planning techniques.

56. NOZHKO, E., et al. *Educational Planning in the USSR.* Paris: UNESCO, International Institute for Educational Planning, 1968. 295 pp.

Part One describes the administration and organization of the educational structure, and Part Two educational planning and financing and prospects for development of the educational system. Publication includes 55 tables (e.g., numbers of students in the various types of educational establishments, numbers of students and schools in each Republic, numbers of graduates by type of institution, educational expenditures) and 26 appendixes (e.g., form for estimating enrollments in general education schools, list of specializations taught in secondary and higher educational institutions, listing of positions for specialists with higher or secondary specialized education).

See also nos. 3, 18, 19, 28, 33, 35, 40, 45, 46, 47, 50, 51, 52, 60, 63, 64, 65, 56, 73, 74, 78, 80, 91, 95, 98, 100, 101, 104, 106, 108, 115, 134, 154,

155, 156, 174, 205, 209, 215, 221, 222, 223, 224, 228, 238, 241, 248, 249, 250, 251, 253, 258, 259, 263, 264, 265, 268, 269, 278, 280, 288, 292, 303, 306, 307, 308, 309, 324, 325, 328, 331, 332, 337, 338, 339, 346.

Educational Psychology

See nos. 22, 26, 74, 139, 254, 265, 280, 296.

Educational Research

57. Monoszohn, E. I., and József Szarka. "Educational Research in Socialist Countries." *International Review of Education:* XVI, no. 3, 1970. pp. 357–68.

Subject headings are: The Formation of Scientific Theory of Education in Socialist Countries and the Development of the Theory of Communist Education, The Organization of Research in Socialist Countries, Main Trends in Educational Research.

58. Novák, Zdeněk, comp. *Educational Research in Seven European Socialist Countries: A Survey 1969* (Documents on Educational Research 1). Hamburg, Germany: UNESCO Institute for Education, 1970. 187 pp.

Documents on educational research institutions and their research projects carried out in 1969 which were used for the Seminar for Directors of Educational Research Institutes and Professors of Education, held Nov. 17–21, 1969, at the UNESCO Institute for Education, Hamburg. Countries covered are the USSR, Bulgaria, Czechoslovakia, Hungary, Poland, Romania, and Yugoslavia.

See also nos. 70, 73, 74, 76, 84, 125, 137, 139, 175, 183, 214, 259, 265, 271, 280, 288, 298, 302, 303, 324.

Educational Technology

59. Zender Bryce F., Jr. "The Automated Little Red Schoolhouse." *AV Communication Review:* 20 no. 3, fall 1972. pp. 253–69.

Surveys the development of Soviet educational technology and its expansion in the 1960's; describes the development of the network of cybernetics institutes, the design and use of teaching machines, the theories and practices developed by four key Soviet educational psychologists which could be broadly applied in programed instruction, the First All-Union Conference about Programed Instruction and the Application of Technical Means to the Educational Processes held at the Moscow Energetics Institute in the spring of 1966; and suggests that both the United States and the USSR would benefit from a mutual exchange of information on educational technology.

See also nos. 66, 73, 74, 75, 120, 205, 209, 216, 265, 278, 280, 282, 288, 307, 308, 309, 310.

Education and Development

60. DeWitt, Nicholas. "Education and the Development of Human Resources in the U.S.S.R." *The Soviet System in Theory and Practice* (See item 336), pp. 273–80. Excerpts from the author's "Education and the Development of Human Resources: Soviet and American Effort." *Dimensions of Soviet Economic Power, Part IV: The Development of Human Resources* (Studies Prepared for the Joint Economic Committee of the Congress of the United States). Washington: U.S. Government Printing Office, 1962, pp. 233–68. Article compares educational aims and levels of educational attainments in the United States and the USSR, and "the radical differences in the pattern of employment of Soviet and American higher education graduates. . . ."

61. Hanson, John W., and Cole S. Brembeck, eds. *Education and the Development of Nations.* New York: Holt, Rinehart, and Winston, 1966. 529 pp.

For information on the U.S.S.R., see pp. 30, 72, 214, 222, 315, 367–68.

62. Medlin, William K.; William M. Cave; and Finley Carpenter. *Education and Development in Central Asia: A Case Study on Social Change in Uzbekistan.* The Hague, Netherlands: Leiden/E. J. Brill, 1971. 285 pp.

The authors "seek to analyze the particularly dynamic and change-producing roles that Soviet policies have sought to formalize through educational institutions in Uzbekistan; measure the kinds of change brought about in that society, especially in the values and functions of education; . . . and finally to engage in some interpretations about the directions in which Uzbek society is moving . . . . The principal methods used in this investigation are historical, sociological, and psychological. . . ." Sample contents: Population and Society in the Pre-Russian Period (Upbringing of Youth, Muslim Schools and Learning, School Management), Sovietization of Education, Standards of Schooling, The Soviet School (Implications of Soviet Policy for Educational Roles, The Classroom Roles of the Teacher), The Young "Pioneers."

63. Poignant, Raymond. *Education and Development in Western Europe, the United States, and the U.S.S.R.: A Comparative Study* (Comparative Education Series). New York: Columbia University Teachers College, 1969. 329 pp.

"This volume describes the organization and present state of development of general, primary, secondary, vocational and technical, and higher education. A discussion of the human, material, and financial resources devoted to education in the countries is also presented. Tables and illustrations are included."

See also nos. 19, 26, 33, 46, 47, 54, 60, 66, 67, 73, 95, 106, 205, 209, 227, 251, 280, 281, 282, 306, 331, 337, 339, 346.

Education and Economic Development

64. BOWMAN, MARY JEAN, and C. ARNOLD ANDERSON, eds. *Education and Economic Development.* Chicago: Aldine Publishing Co., 1965. 436 pp.

Collection of papers, by Arcadius Kahan, on education in Russia during the 18th and 19th centuries, presented at a conference on "The Role of Education in the Early Stages of Development," held in Chicago, Apr. 4–6, 1963. The conference was sponsored jointly by the Committee on Economic Growth of the Social Science Research Council and the Comparative Education Center of the University of Chicago.

65. COHN, STANLEY H. *Economic Development in the Soviet Union.* Lexington, Mass.: D. C. Heath and Co., 1970, 135 pp.

Includes information on educational policy, education as a human capital investment, and university enrollments per 1,000 population for the years 1914, 1928, 1932, 1937, 1950, 1958, and 1964.

66. ZHAMIN, V. A., and S. L. KOSTANIAN. "Education and Soviet Economic Growth." ARLO SCHULTZ, transl. *International Review of Education:* XVIII, no. 2, 1972. pp. 155–71.

The following topics are covered: Education as a Factor in Increasing Productivity, Effectiveness of Education and Growth in National Income, The Common Index of the Economic Effectiveness of Education, the Effectiveness of Expenditure on Training Personnel for Production, Proposals to Increase Education's Contribution to Economic Growth. Brief summaries of the article are given in German and French.

See also nos. 3,19, 26, 28, 46, 47, 50, 51, 52, 54, 55, 56, 60, 62, 63, 67, 69, 73, 74, 78, 80, 91, 95, 100, 106, 108, 115, 129, 140, 154, 155, 156, 174, 205, 209, 221, 227, 228, 241, 249, 250, 251, 253, 259, 262, 264, 268, 278, 280, 281, 282, 288, 289, 306, 307, 308, 328, 331, 337, 339, 346.

Education and Social Change

67. COUNTS, GEORGE S. "The Creation of the New Soviet Man." *School and Society:* 95, no. 2297, Nov. 25, 1967. pp. 438–44.

Examines the "most fundamental and distinctive features of the Soviet system of education which have survived the passing of the years. These are concerned with the role of education in society, the scope of the educational undertaking, the locus of power and authority, and, finally, the *distant* social goals of education. . . ."

68. MEDLIN, WILLIAM K. "Cultural Crisis in Orthodox Rus' in the Sixteenth and Seventeenth Centuries as a Problem in Education and Social Change." *History of Education Quarterly*: IX, spring 1969. pp. 28–45.

Describes the developments in the social and cultural reconstruction of life among the peoples of Orthodox Rus', as follows: The Institutional Backgrounds of Sociocultural Change, the Path of Cultural Reconstruction in Rus'; Educational Reform, *Bratstva* (Brotherhoods) as Intellectual and Scholastic Centers, and New Schools in Rus'.

69. MEDLIN, WILLIAM K.; FINLEY CARPENTER; and WILLIAM M. CAVE. *Education and Social Change: A Study of the Role of the School in a Technically Developing Society in Central Asia* (Cooperative Research Projects nos. 1414 and 2620). Ann Arbor, Mich: The University of Michigan, December 1965. 457 pp.

". . .This study aims to define the range and means of influences exercised by schools and their staffs in Uzbekistan, and to relate these to the over-all program of socioeconomic development (termed 'social development' and 'socio-cultural change' in the context of this report) . . . ."

70. YANOWITCH, MURRAY, and NORTON DODGE. "Social Class and Education: Soviet Findings and Reactions." *Comparative Education Review:* XII, no. 3, October 1968. pp. 248–67.

Based on studies conducted at the 8th and 10th–11th grade levels in which students were asked to specify the amount and kind of additional education, if any, they plan to receive and the occupations they hope to enter. The authors in reviewing the findings of the studies discuss them under the following headings: Educational Aspirations of Eighth Graders, Social Class and Educational Access Beyond the Eighth Grade, Differential Access to Higher Education, Social Problems and Soviet Reactions. Statistical tables are cited.

See also nos. 26, 33, 54, 63, 67, 73, 148, 205, 248, 253, 260, 280, 281, 337, 339.

Education Change

71. KAZAMIAS, ANDREAS M., and BYRON G. MASSIALAS. *Tradition and Change in Education: A Comparative Study* (Foundations of Education Series). Englewood Cliffs, N.J.: Prentice Hall, Inc., 1965. 182 pp.

See particularly pp. 47–51, 99–106, 131–34, which include information on education in the Soviet Union; e.g., the administration, control, and organization of schools; curriculums; education reorganization of 1958; and political education.

72. PENNAR, JAAN. "The Changing Nature of Soviet Education." *Bulletin: Institute for the Study of the USSR:* 16, no. 12, December 1969. pp. 3–11.

Subject headings are: From the Revolution to the Fall of Khrushchev, The Latest Stage, Higher Education, The Nationality Problem.

73. ROSEN, SEYMOUR M. "Changing Guideposts in Soviet Education." *New Directions in the Soviet Economy, Part III: The Human Resources* (See item 252). pp. 817–48.

Headings as follows: The general overall statistical setting; Soviet education reform; Developments in selected fields (Programmed learning and audiovisual aids; Social studies and indoctrination; Training of foreign students); Statistics on education in the U.S.S.R.; Statistics on education in the United States; Selected bibliography.

74. SCHLESINGER, INA. "Soviet Educational Change." *School and Society*: 100, no. 2338, January 1972. pp. 43–48.

Discusses factors leading to the 1958 education reforms; the difficulties and problems that prevented the full implementation of the reforms as passed; the new approach to teaching brought about by the 1958 reforms, which proved to be an advantage over previous teaching methods and "one promising side effect" of that reform; criticisms of the 1958 reforms and the education reorganization of the 1960's; and various other developments in Soviet education since 1958.

75. ZENDER, BRYCE F., JR. "The Transition of the School from the Mechanical Age to the Electronic Era: The Initial Soviet Experience." *Journal of Abstracts in International Education: 1,* no. 2, summer 1971. pp. 25–27.

"This paper was not intended to be a highly theoretical foray into poorly chartered terrain or a limited statistical probe of a specialized sector of Soviet education. The investigation was mainly designed to show American educators that their counterparts in the Soviet Union encountered a series of very similar problems in the sixties and that both groups could possibly benefit from sharing each other's experience with the automation of instruction . . . ."

See also nos. 18, 26, 35, 47, 133, 166, 204, 205, 260, 280, 281, 289, 339.

Education Goals

See nos. 3, 4, 8, 17, 18, 19, 22, 23, 25, 26, 35, 40, 45, 46, 47, 50, 51, 52, 56, 57, 60, 65, 66, 67, 74, 80, 85, 95, 100, 101, 115, 129, 132, 154, 155, 160, 162, 166, 174, 178, 205, 208, 209, 210, 211, 212, 221, 223, 224, 240, 244, 251, 253, 255, 256, 257, 259, 261, 262, 263, 264, 266, 268, 269, 277, 280, 288, 294, 296, 315, 317, 322, 325, 327, 328, 332, 337, 338, 339, 346.

Education Laws

See nos. 3, 18, 19, 23, 24, 25, 28, 35, 40, 41, 47, 51, 57, 60, 66, 73, 74, 80, 84, 90, 91, 95, 100, 101, 102, 104, 106, 115, 154, 155, 162, 166, 174, 205, 219, 221, 222, 223, 224, 228, 239, 240, 244, 251, 253, 259, 268, 269, 280, 288, 294, 302, 303, 322, 327, 328, 332, 337, 338, 339, 346.

Education Policies

76. DeWitt, Nicholas. "Educational Policy in a Socialist State." *Comparative Perspectives on Education* (See item 30). pp. 43–48. From *Comparative Education Review*: 7, June 1963, pp. 4–8.

Discusses the many similar problems facing the USSR and the United States in charting their educational course; the educational policy and practice in each country as it tries to provide education beyond the elementary level and to find some solution to the following fundamental questions: "*How many* ought to be educated? *What* are they to be taught? *How* are they to be taught?"

77. Mikulak, Maxim W. "The Role of Marxism-Leninism in the Formation of Soviet Educational Policy." *Formation of Educational Policies: A Comparative Analysis*. Albany, N.Y.: The State University of New York, 1968. pp. 45–60.

This paper from the Comparative Education Society Eastern Regional Conference held May 2–4, 1968, at the State University of New York at Albany, "is a scholarly analysis of Soviet educational policy formulation. . . . The author traces the Marxist-Leninist legacy, examines the ups and downs of polytechnism and offers specific case examples in the Soviet teaching of history and biology."

See also nos. 3, 18, 19, 25, 26, 28, 33, 35, 38, 40, 41, 44, 45, 47, 51, 54, 55, 56, 57, 60, 63, 64, 65, 66, 71, 73, 74, 78, 80, 91, 95, 100, 101, 102, 104, 106, 111, 114, 115, 129, 132, 134, 154, 155, 160, 162, 164, 166, 167, 174, 204, 205, 206, 207, 208, 209, 210, 211, 212, 215, 221, 222, 224, 228, 239, 240, 244, 251, 253, 255, 256, 257, 258, 259, 261, 262, 263, 265, 268, 269, 277, 280, 281, 287, 288, 293, 294, 296, 314, 315, 317, 322, 324, 327, 328, 332, 337, 338, 339, 342, 346.

Education Reforms

78. Schlesinger, Ina. "Soviet Education in 1965." *School and Society*: 94, no. 2278, summer 1966. pp. 270–72.

Information on education reforms being implemented to help meet the various needs of the economy which were not met by the 1958 reforms.

See also nos. 3, 4, 18, 19, 25, 26, 31, 35, 45, 47, 50, 51, 57, 60, 68, 71, 72, 73, 74, 80, 84, 91, 95, 100, 101, 102, 104, 105, 106, 108, 115, 129, 132, 154, 155, 158, 162, 166, 167, 174, 205, 207, 212, 221, 222, 223, 224, 228, 239, 241, 244, 250, 251, 253, 256, 257, 258, 259, 261, 263, 268, 269, 270, 271, 280, 287, 288, 292, 293, 294, 314, 327, 328, 337, 338, 339, 346.

Education Theories

79. Wiener, Leo, transl. *Tolstoy on Education*. Chicago: The University of Chicago Press, 1967. 360 pp.

Contents as follows: On Popular Education, On Methods of Teaching the Rudiments, A Project of a General Plan for the Establishment of Popular Schools, Education and Culture, Progress and the Definition of Education, Are the Peasant Children to Learn to Write from Us?, The School at Yasnaya Polyana.

See also nos. 3, 8, 9, 18, 22, 25, 26, 29, 35, 40, 45, 47, 57, 62, 64, 66, 67, 71, 74, 77, 80, 95, 101, 102, 110, 111, 114, 120, 129, 133, 140, 151, 152, 166, 175, 204, 205, 207, 208, 210, 211, 213, 215, 221, 222, 228, 244, 255, 256, 259, 261, 262, 265, 268, 269, 271, 277, 280, 281, 283, 288, 294, 296, 303, 314, 315, 317, 328, 332, 337, 339, 342.

Education Trends

80. JACOBY, SUSAN. "Soviet Schooling: A Quiet Revolution." *Saturday Review*: July 17, 1971. pp. 43–45, 56–57.

Information on educational developments and reforms proposed for the 1970's related to changes in the Soviet economy; curriculum reforms; literacy rates; rural education; teaching of biology, languages, mathematics, and other subjects; and a visit to Moscow Schools 607 and 711, both 10-grade schools.

See also nos. 18, 19, 26, 34, 35, 40, 46, 47, 63, 66, 73, 75, 102, 134, 154, 156, 158, 166, 171, 205, 207, 209, 215, 223, 224, 263, 269, 280, 281, 306, 307, 308, 330.

Eight-Year Schools

See nos. 3, 23, 24, 35, 56, 74, 84, 95, 154, 158, 174, 205, 239, 240, 250, 259, 269, 280, 292, 294, 330, 332, 338, 346.

Elementary Education

See nos. 3, 4, 23, 24, 35, 40, 46, 50, 51, 56, 60, 63, 73, 74, 80, 84, 85, 91, 95, 98, 111, 125, 132, 154, 163, 166, 170, 174, 193, 205, 218, 221, 222, 223, 224, 241, 243, 250, 251, 253, 254, 255, 259, 264, 265, 266, 267, 268, 269, 280, 288, 292, 293, 300, 303, 310, 312, 314, 318, 322, 323, 324, 325, 327, 328, 332, 334, 337, 338, 339, 340, 346.

Eleven-Year Schools

See nos. 35, 74, 95, 129, 174, 205, 259, 268, 269, 294, 330, 332, 338.

Encyclopedias

81. Shevchenko Scientific Society. *Ukraine: A Concise Encyclopedia, Volume II.* Toronto, Canada: University of Toronto Press. 1,394 pp.

"This volume includes essays on . . . the sciences, education, . . . libraries, the national economy, social history, . . . and Ukrainians abroad . . . ."

See also no. 9.

Engineering Education

See nos. 28, 60, 73, 74, 89, 103, 106, 154, 178, 228, 259, 269, 278, 280, 288, 306, 307, 308.

Enrollments

See nos. 3, 18, 19, 35, 40, 43, 46, 47, 56, 60, 65, 73, 92, 95, 99, 100, 101, 102, 106, 109, 154, 156, 161, 164, 173, 174, 176, 177, 178, 179, 180, 202, 205, 209, 212, 215, 221, 223, 224, 230, 238, 241, 253, 264, 265, 269, 280, 301, 307, 308, 318, 324, 331, 338, 341, 345, 346.

Evening Studies

See nos. 3, 4, 5, 51, 56, 73, 74, 84, 91, 95, 100, 101, 103, 104, 106, 108, 146, 174, 205, 209, 259, 263, 268, 269, 280, 302, 303, 306, 327, 332, 337, 339.

Examinations

82. APANASEWICZ, NELLIE, and SEYMOUR M. ROSEN. *Final Examinations in the Russian Ten-Year School.* OE-14126. U.S. Department of Health, Education, and Welfare Office of Education. Washington: U.S. Government Printing Office, 1966. 20 pp.

Material is from the pamphlet *Bilety dlia vypusknykh ekzamenov za kurs srednei shkoly na 1963–64 uchebnyi god* (Final Examination Questions for the Secondary School for the 1936–64 School Year), published in Moscow in 1964 by the Prosveshchenie Publishing House, and covers the following subjects: algebra, chemistry, foreign languages (English, French, German), geometry, history of the USSR and social sciences, and physics.

83. FIZER, JOHN. "The Soviet Program for the Entrance Examination into *vuzy* in Russian Language and Literature." *The Slavic and East European Journal:* 12, no. 4, winter 1968. pp. 453–59.

An English language translation of the program is given; comments are made on the program's merits or lack of merits; and parallels are drawn with Russian programs in U.S. colleges.

84. SKURNIK, LARRY S. "Education and Examinations in the USSR." *Educational Research*: 10, no. 2, February 1968. pp. 99–108.

Information on examination procedures for grades 4 through 10, subjects covered by the examinations, the grading system, and the national validity of the Certificate of Maturity; the introduction of university selection examinations; and educational olympiads or "olympic competitions" for students who show special aptitudes or talents in a given subject. A diagram of the school system is included.

85. STREZIKOZIN, V. "Organization of Examinations Systems: Soviet

Union." *The World Year Book of Education, 1969* (See item 347). pp. 152–68.

Information on the types of examinations; organization, supervision, and methods of giving them; and criteria followed in assessing a student's abilities through examination results.

See also nos. 25, 37, 38, 40, 41, 43, 74, 80, 95, 99, 101, 104, 127, 158, 173, 176, 202, 223, 224, 259, 265, 268, 269, 278, 280, 303, 306, 307, 308, 323, 324, 328, 332, 338, 340, 341, 346.

Exchanges

86. BARGHOORN, FREDERICK. "The Special Case of U.S.–USSR Exchanges." *International Educational and Cultural Exchange: 5,* no. 2, fall 1969. pp. 32–46.

Information on the history of the exchanges; difficulties encountered because of cultural, ideological, organizational, and structural differences between the two countries; research findings based on questionnaires filled out by various group participants regarding the advantages of such exchanges and their impact or effect on the participants; and future prospects for U.S.–Soviet exchanges.

87. BEZER, CONSTANCE, ed. *Soviet Union and Eastern Europe: A Guide to Financial Aid, Exchanges and Travel Programs* (A Preliminary Survey). Columbus, Ohio: The American Association for the Advancement of Slavic Studies, The Ohio State University, 1972. 121 pp.

"This volume presents a listing of financial aid, opportunities for study in the countries of Eastern Europe and the Soviet Union, language and travel programs of interest to scholars concerned with Soviet and East European studies. It is directed to those working in the social sciences and humanities . . . ."

88. BYRNES, ROBERT F. "Exchanges of Scholars with the Soviet Union: Advantages and Dilemmas." *International Negotiation.* Washington: U.S. Government Printing Office, 1969. 19 pp.

This article, prepared for the Committee on Government Operations of the U.S. Senate, discusses the advantages, problems, and dilemmas of these exchanges as they affect scholars, universities, and national interests.

See also nos. 3, 37, 38, 41, 59, 87, 121, 122, 123, 125, 126, 127, 133, 134, 136, 168, 169, 176, 188, 191, 192, 199, 259, 280, 281, 316, 322, 325.

Experimental Schools

See nos. 3, 35, 62, 80, 158, 205, 230, 240, 268, 280.

Extracurricular Activities

See nos. 8, 23, 25, 74, 84, 90, 95, 119, 130, 162, 171, 174, 176, 177,

180, 221, 223, 224, 255, 265, 269, 271, 280, 297, 306, 315, 324, 327, 332, 338, 346.

Extramural Studies

See nos. 119, 146, 223, 224, 307, 308, 309, 338.

Factory Schools

89. PLYASOV, M. T. "The Training of Personnel at the Moscow Light-Car Plant." *The World Year Book of Education, 1968: Education Within Industry* (See item 347). pp. 271–85.

Information on the factory's Department of Technical Education, which organizes the general education and technical training of personnel; training and education of new employees; training of engineers and technicians; courses for improvement of personnel qualifications; schools for advanced work-study methods; special courses; the importance of teaching a second trade to workers; and methods for improving qualifications of the engineering staff.

See also nos. 28, 56, 95, 103, 104, 106, 132, 205, 249, 251, 253, 259, 267, 268, 269, 280, 282, 328, 332, 346.

Family and School

90. SVADKOVSKIJ, IVAN FOMIČ. "Family and School." *International Review of Education:* XVI, no. 3, 1970. pp. 341–50.

Subject headings: The Family-School Problem Through the History of Civilization, Soviet Society and School, The Search for Organized Forms of Cooperation between Family and School, Parent Committees in School, Parent Participation in the Educational Work of the School Outside the Classroom, The Effect of Parent Committees on the Home Life of the Pupils, Educational Enlightenment of Parents, the Extended School Day and Boarding Schools as State and Society's Action Against Unfavorable Family Conditions.

See also nos. 8, 18, 22, 23, 24, 44, 62, 70, 128, 129, 167, 205, 212, 213, 215, 221, 226, 241, 242, 265, 269, 280, 288, 295, 317, 320, 324, 340.

Financing of Education

91. NOAH, HAROLD J. *Financing of Soviet Schools* (Studies of the Russian Institute, Columbia University). New York: Columbia University Teachers College Press, 1966. 294 pp.

In this study, which covers the decade 1950–60, the author surveys the entire range of the formal education structure; identifies the sources that provide funds for formal education; analyzes formal education expenditures as they relate to the total state budget expenditures; considers the procedures in drafting education budgets;

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and discusses wage policies, salary schedules, teachers' salaries, and other relevant information on salaries and earnings. Translations of some of the major official resolutions are given in the appendixes.

See also nos. 3, 23, 33, 43, 50, 51, 52, 56, 63, 66, 73, 74, 80, 84, 95, 99, 100, 101, 104, 106, 108, 156, 166, 173, 174, 179, 202, 205, 209, 215, 221, 222, 223, 224, 230, 231, 243, 250, 251, 253, 258, 259, 264, 265, 266, 268, 269, 280, 288, 309, 317, 318, 323, 324, 325, 327, 328, 331, 332, 334, 337, 338, 339, 340, 341.

Foreign Students

92. "Foreign Students in the USSR." *School and Society:* 95, no. 2286, Jan. 21, 1967. p. 44

Information from *Soviet News* on the numbers of foreign students studying in higher educational institutions in the USSR.

93. *We Studied at Moscow University* (Foreign Students in the U.S.S.R.). Moscow: Progress Publishers, n.d., 177 pp.

This collective diary was prepared by about 100 students, from some 50 countries, who studied at Moscow University. ". . . Each of us has chosen one particular topic . . . We did not try to make a deep scientific study of Soviet life, nor do we pretend to have been able to draw any comprehensive social generalizations: we have merely written a collective diary. And a diary usually contains outward descriptions of facts and its author's intimate thoughts and impressions. . ."

See also nos. 3, 38, 41, 73, 91, 95, 100, 104, 108, 125, 126, 136, 169, 176, 177, 178, 179, 180, 265, 267, 280, 324.

General Education

See nos. 3, 35, 40, 46, 63, 73, 74, 89, 98, 170, 174, 205, 223, 224, 243, 250, 251, 253, 265, 268, 269, 280, 289, 324, 337, 338, 339.

General Education Schools

See nos. 3, 4, 5, 17, 34, 35, 36, 46, 51, 55, 56, 63, 73, 74, 95, 98, 171, 174, 205, 221, 223, 224, 250, 251, 255, 256, 259, 265, 266, 267, 268, 269, 280, 288, 322, 324, 328, 332, 339.

Genetics Education

See no. 254.

Geography, Teaching of

See nos. 280, 312.

38 B

Gifted, Education of

See nos. 8, 33, 76, 84, 157, 158, 170, 171, 172, 193, 205, 215, 259, 265, 280, 322, 332.

Graduates

See nos. 301, 318, 337, 346.

Graduate Studies

See nos. 3, 36, 41, 73, 91, 99, 100, 103, 127, 173, 174, 228, 259, 265, 268, 280, 292, 324, 328, 332.

Guidance

94. SMITH, R. E. *Guidance in Soviet Schools.* Columbus, Ohio: Ohio State University, 1966. 290 pp.

See also nos. 12, 19, 74, 141, 205, 265, 267, 315, 317, 324.

Handbooks

95. The American University, Foreign Area Studies. *Area Handbook for the Soviet Union.* DA Pam 550–595. Washington: U.S. Government Printing Office, 1971. 827 pp.

Chapter 15, "The Educational System," pp. 275–303, outlines the historical background of Russian education from the 10th century A.D. to 1917 and the Communist reforms and reorganization of education from 1917 through the 1930's. The section, "The Communist Educational System," describes education policies; administration and control of the school system; preschool, elementary, secondary, special, specialized, technical, vocational, and higher education; numbers of foreign students in higher education institutions; teacher education and employment; curriculums and textbooks; and extracurricular activities.

96. BEZER, CONSTANCE, ed. *Russian and Soviet Studies: A Handbook* (A Preliminary Edition). Columbus, Ohio: The American Association for the Advancement of Slavic Studies, The Ohio University, 1973. 219 pp.

For information on education see pp. 42–45.

97. MICKIEWICZ, ELLEN, ed. *Handbook of Soviet Social Science Data.* Riverside, N.J.: The Free Press, A Division of Macmillan Publishing Co., Inc., 1973. 250 pp.

"In charts and tables . . . organizes the best data available for nine crucial variables in Soviet society: demography, agriculture, production, health, housing, education, elite recruitment and mobilization, communication, and international interaction. . . ."

98. WHITING, KENNETH R. *The Soviet Union Today: A Concise Handbook*. New York: Frederick A. Praeger, Inc., 1966. 423 pp.

For information on education, see pp. 159, 170–72, 216, 244–71.

Handicapped, Education of

See Defectology and nos. 24, 51, 193, 205, 215, 217, 265, 280, 288, 298, 322, 332.

Health Education

99. World Health Organization. *World Directory of Schools of Public Health, 1965*. Geneva: WHO, 1968. pp. 106–08, 197–99, 232.

Information on admission requirements, curriculums, length of studies for the different specializations, examinations, and degree requirements; names and addresses of the institutes offering public health courses, year founded, and numbers of students in each; and the program of studies offered at each institute during the 1965–66 academic year.

See also nos. 24, 43, 95, 103, 109, 159, 173, 202, 215, 265, 288, 327, 341.

Higher Education

100. BURN, BARBARA B. *Higher Education in Nine Countries: A Comparative Study of Colleges and Universities Abroad*. New York: McGraw-Hill Book Company, 1971. 387 pp.

Chapter 10, "Higher Education in the Soviet Union," pp. 277–315, discusses various aspects of higher education in the USSR; e.g., administration, financing, expenditures, organization, higher education and economic planning, research, international education assistance, students, enrollments, adult education. A listing of the higher education institutions is included.

101. ELYUTIN, V. P. "Higher Education in the U.S.S.R." *The Soviet System in Theory and Practice* (See item 336). pp. 303–19. Excerpts from the author's *Higher Education in the U.S.S.R.*, published by Soviet Booklets, London, Nov. 1962.

Discusses achievements in higher education, including statistical information on various types of educational institutions training specialists; i.e., numbers of schools and enrollments, for the academic years 1914–15 and 1961–62; describes the principal types of higher schools (universities, polytechnical institutes, and specialized institutes or colleges), their administration and organization; the training of specialists for agriculture, the arts, economics, law, medicine, and teaching; curriculums, teaching methods, examinations, and grading procedures; and part-time study.

102. Froese, Leonhard. "Soviet Higher Education: Ideal and Reality." *School and Society:* 95, no. 2297, Nov. 25, 1967. pp. 455–58.

A historical review of the development of higher education in Russia, from 1755, "when the first Russian university was founded in Moscow"; development of higher education during the 1800's, 1920's, and 1930's; and the education reforms of the 1950's and their effect on higher education.

103. Keyes, H. M. R.; D. J. Aitken; and Ann C. M. Taylor, eds. *International Handbook of Universities and Other Institutions of Higher Education* (5th ed.). Paris: The International Association of Universities, October 1971. pp. 980–1093.

Includes a listing of the faculties under each institution and information on admission requirements, the kinds of degrees and diplomas given, and the length of the study programs required for each.

104. Kitaitzev, V. A. "Union of Soviet Socialist Republics." *Access to Higher Education. II—National Studies* (The International Study of University Admissions). Paris: UNESCO and the International Association of Universities, 1965. pp. 397–435.

Section A: "General Principles of the Organization and Structure of Public Education" describes the various types of secondary schools and higher educational institutions. Section B: "The Principle of Planning Admission to Higher Schools" includes information on administration of higher education, admission requirements, effects on higher education of the 1958 school reform law, and foreign students in USSR higher educational institutions. The appendix gives the entrance examination programs for chemistry, mathematics, and physics.

105. McClelland, James C. "Bolshevik Approaches to Higher Education, 1917–1921." *Slavic Review:* 30, no. 4, December 1971. pp. 818–31.

"The period 1917–21 in Russia found the fledgling Bolshevik government engaged in desperate military struggles . . . Yet . . . many Bolshevik leaders remained constantly aware that theirs was a revolutionary regime, with the goal of achieving a radical transformation of the social, economic, political, and cultural institutions they had inherited. Consequently this same period witnessed, in addition to the crucial military conflicts, several experimental efforts to achieve thoroughgoing institutional change. Higher education was one such target of reform, and this paper will describe succeeding attempts undertaken during 1917–21 to implement three radically different blueprints for reform of higher educational system. . . ."

106. Rosen, Seymour M. "Higher Education in the U.S.S.R." *The Soviet System in Theory and Practice* (See item 336). pp. 297–303.

Excerpts from the author's "Higher Education in the USSR." *Dimensions of Soviet Economic Power, Part IV: The Development of Human Resources* (Studies prepared for the Joint Economic Committee, Congress of the United States). Washington: U.S. Government Printing Office, 1962. pp. 269–303.

Information on planning and supervision of higher education in the USSR; education and training of specialists for the various branches of the Soviet economy; and part-time higher education, which includes correspondence and evening studies and the plant schools for higher technical education *(Zavod-VTUZ)*, located within and part of major Soviet industrial plants.

107. RUDMAN, HERBERT C. "Problems of Higher Education in the Soviet Union." *School and Society:* 95, no. 2289, Mar. 4, 1967. pp. 153–154, 156.

Discusses the problems caused by the rapid scientific and technological changes and developments and the increasing population.

108. UNESCO. *Access to Higher Education in Europe.* Paris: UNESCO, 1968. 140 pp.

Comparative background documents and papers presented to the Conference of Ministers of Education of European Member States of UNESCO, held in Vienna, Nov. 20–25, 1967, include information on education in the Soviet Union.

109. *The World of Learning 1971–72* (22d ed). London: Europa Publications Limited, 1972.

"Universities, colleges, libraries, research institutes, museums, art galleries and learned societies are listed, together with their addresses and an outline of their functions. The names of principal officials are included, and professors at all the major universities with the subjects they teach are listed. . . ." For information on the USSR in this edition see volume II, pp. 1273–1349.

See also nos. 3 ,19, 23, 25, 28, 35, 36, 37, 38, 40, 41, 43, 46, 47, 50, 51, 53, 54, 55, 56, 60, 62, 63, 65, 72, 73, 74, 76, 80, 83, 84, 91, 92, 93, 95, 98, 99, 111, 112, 125, 126, 127, 130, 136, 146, 147, 149, 154, 155, 156, 158, 159, 163, 166, 168, 169, 170, 172, 173, 174, 176, 177, 178, 179, 180, 193, 195, 202, 205, 209, 221, 222, 223, 224, 228, 231, 235, 238, 241, 243, 249, 250, 251, 253, 254, 255, 256, 258, 259, 261, 263, 264, 265, 266, 267, 268, 269, 271, 278, 280, 288, 292, 293, 294, 301, 302, 303, 306, 307, 308, 309, 310, 318, 319, 322, 323, 324, 325, 327, 328, 329, 331, 332, 337, 338, 339, 340, 341, 345, 346.

History of Education

110. ALTON, PATRICK L. *Education and the State in Tsarist Russia* Stanford, Calif.: Stanford University Press, 1969. 322 pp.

Part one covers the period from 1700 to 1875; part two, 1875–1905; part three, 1905–1914. Appendix B gives the Manifesto of the Union of Secondary School Teachers of St. Petersburg, May 1, 1905.

111. FITZPATRICK, SHEILA. *The Commissariat of Enlightenment: Soviet Organization of Education and the Arts under Lunacharsky October 1917–1921* (Soviet and East European Studies Series). London/New York: Cambridge University Press, 1970. 380 pp.

See particularly chapter 3, "School Education," pp. 26–58, and chapter 4, "Technical and Higher Education," pp. 59–88.

112. FLYNN, JAMES T. "V. N. Karazin, the Gentry, and Kharkov University." *Slavic Review:* 28, no. 2, June 1969. pp. 209–20.

"The purpose of the present paper is . . . to explore his [Karazin's] role in the foundation of Kharkov University as a useful case study of the relationship between the autocracy and the gentry in the early nineteenth century. . . ."

113. FRASER, STEWART E., and WILLIAM W. BRICKMAN. *A History of International and Comparative Education: Nineteenth Century Documents.* Glenview, Ill.: Scott, Foresman, and Company, 1968. 495 pp.

For information on Russian education, see pp. 6, 7, 11–14.

114. JOHNSON, WILLIAM H. E. *Russia's Educational Heritage.* New York: Octagon Books, 1969. 351 pp.

"This study of the major educational policies and programs characterizing the last three centuries of the Tsarist regime, although primarily concerned with the training of teachers, reflects the broader educational concepts of the era as well as much of the thinking and mode of life of the Russian people. . . ."

See also nos. 9, 26, 35, 44, 45, 48, 50, 56, 63, 64, 68, 69, 71, 72, 79, 84, 91, 95, 102, 105, 140, 158, 164, 166, 174, 203, 205, 207, 221, 222, 253, 256, 257, 260, 268, 280, 281, 288, 322, 328, 332, 338.

History, Teaching of

115. DOROTICH, DANIEL. "A Turning Point in the Soviet School: The Seventeenth Party Congress and the Teaching of History." *History of Education Quarterly:* VII, no. 3, fall 1967. pp. 295–311.

On May 14, 1934, Stalin and Molotov issued the decree "On the Teaching of Civic History in Secondary Schools." "In the light of a national emergency, indicated at the Seventeenth Party Congress, the Soviet school had to be retooled to prepare not only skillful manpower for the increased tempo of the economy, but also, and perhaps above all, to prepare ardent patriots ready to defend their country from a racist onslaught. And in this, the teaching of history had the greatest role to play."

116. GOLD, MILTON. "Early Modern History in Soviet High Schools." *Teachers College Record:* 66, no. 4, January 1965. pp. 315–21.

Analyzes the widely used high school textbook, *Novaya istoriya* (New History), and its treatment of early modern history during the period 1642–1870.

117. TRUKHANOVSKY, V. G. "Soviet Teaching of History and International Understanding." *School and Society:* 94, no. 2275, Mar. 19, 1966. pp. 152–55.

"The teaching of history in the Soviet Union . . . is based on a number of principles which, when put into practice, promote mutual understanding between the Soviet people and the other peoples of the world. . . ." Discussed are the methodology of Soviet historical understanding in teaching history, humanism and the democratic approach in the interpretation of history, and principles of internationalism.

See also nos. 77, 82, 104, 259, 280, 288, 307, 308, 312.

Humanities, Teaching of

See nos. 91, 151, 280, 288.

Ideology

See nos. 18, 272, 319, 320.

Industrial Education

See nos. 89, 103, 106, 154, 174, 205, 251, 268, 269, 280, 282, 328, 332, 339.

Informal Education

118. ADAMS, ARTHUR E. "Informal Education in Soviet Agriculture." *Comparative Education Review:* XI, no. 2, June 1967. pp. 217–30, and *Papers in International and World Affairs* (1968 Series, January, no. 1) (See item 248). pp. 11–24.

The author defines informal education here "to include a wide variety of educational activities by Soviet party, state, and local organizations that operate outside the scope of the formal educational system of primary, secondary, and higher schools and research institutes." He discusses training programs in operation since 1957 and their probable impact on Soviet agriculture. Statistical information is included.

119. BEREZINA, G. V., and A. I. FOTEYEVA. "Educational Work and Extracurricular Educational Establishments." *Education in the USSR* (See item 333). pp. 71–92.

Describes the educational role of literature, "one of the most powerful and effective means for aesthetic, moral, and intellectual develop-

ment" (information is given on publishing houses and children's libraries); children's theaters, films, radio and television; sports and physical training clubs; the Young Pioneers, the Young Communist League, and various other groups and organizations.

See also nos. 8, 13, 54, 174, 248, 265, 327.

International Cultural Relations

120. ARMYTAGE, W. H. G. *The Russian Influence on English Education.* London: Routledge and Kegan Paul/New York: Humanities Press, 1969. 137 pp.

". . . British merchants first penetrated to Moscow as early as the 16th century. From that time until today developments in Russia have influenced Britain in innumerable ways . . . In this volume the author traces this influence, showing how Tolstoy, Kropotkin, and others . . . held opinions or carried out activities which have had their effect on education in this country [England]. Recently . . . this influence has been more direct, particularly in stimulating the more rapid development of higher technological education. . . ."

121. FRASER, STEWART. "Shattered Sino-Soviet Educational Relations." *Phi Delta Kappan:* 48, February 1967. pp. 288–93.

Cites examples of the international ramifications that developed because of the internal troubles of China and the hiatus in the education of her youth, particularly with regard to student exchanges between China and the Soviet Union.

122._____. "Sino-Soviet Educational Relations." *Changing Dimensions in International Education* (See item 124). pp. 105–20.

Describes the tension in international educational and cultural exchanges which "is obviously a reflection of other Sino-Soviet political differences. . . ."

123._____. "Sino-Soviet Educational Relations: A Recent Episode." *School and Society:* 100, no. 2338, January 1972. pp. 54–58.

Examines the developments that led to abrogation of the student exchange agreements and termination of the official cultural and educational exchange programs between China and the Soviet Union during the last half of the 1960's.

See also nos. 6, 37, 41, 54, 59, 86, 87, 88, 97, 117, 125, 133, 134, 136, 169, 172, 176, 177, 179, 180, 182, 188, 191, 192, 199, 205, 223, 224, 255, 256, 265, 280, 316, 322, 324.

International Education

124. PAULSEN, F. ROBERT, ed. *Changing Dimensions in International Education.* Tucson, Ariz.: The University of Arizona Press, 1969. 161 pp.

For annotation, see items 122, 330.

125. ROSEN, SEYMOUR M. *Soviet Programs in International Education*. OE–14155. U.S. Department of Health, Education, and Welfare, Office of Education. Washington: U.S. Government Printing Office, 1971. 41 pp.

Contents include the following chapter headings and subheadings: Academic Exchanges and International Contacts (Bilateral Academic Exchanges, Study Visits Abroad by Soviet Educators, Multilateral Contacts), Training of Foreign Students (Higher Education Programs, Peoples' Friendship University Programs, Other Programs), Foreign Language and Area Studies (Elementary-Secondary Education, Higher Education), Research on Foreign Countries (Developing Countries, Developed Countries), Study and Research in Comparative Education (Study of Comparative Education, Teaching about Foreign Education, Research on Foreign Education, Publications on Foreign Education). "A Soviet Description of the U.S.S.R. Academy of Sciences' Institute of the United States of America: January 1971" is given in appendix B.

126._____. "The USSR and International Education: A Brief Overview." *Phi Delta Kappan:* LI, no. 5, January 1970. pp. 247–50.

Information on international academic exchanges; programs of studies in the USSR offered to foreign students; Soviet education or training programs in Africa, Asia, the Middle East, and Latin America; foreign language studies in USSR schools; international and foreign area studies; Soviet research conducted on foreign countries and peoples, foreign languages and literatures, and comparative pedagogy or comparative education; and the institutions and institutes where such education and research are carried out.

See also nos. 31, 41, 43, 71, 99, 100, 113, 126, 127, 173, 178, 184, 198, 202, 265, 267, 280, 281, 341.

International Law, Teaching of

127. DUPUY, RENÉ JEAN, and GREGORY TUNKIN. *Comparability of Degrees and Diplomas in International Law: A Study on the Structural and Functional Aspects* (Studies on International Equivalences of Degrees). Paris: UNESCO, 1973. 75 pp.

For information on international law studies in the USSR, see pp. 40–43, which describe the *kandidat* and *doktor* degree requirements in the legal/juridical sciences for specialists in public and private international law; and pp. 46–51, which describe the international law programs in the Faculties of Law of the Moscow and Kiev State Universities, the Faculty of Law and Economic Sciences of the Patrice Lumumba University, and the International Law Faculty of the Moscow State Institute of International Relations. Various other information on international law studies in the USSR is given on pp. 16, 19, 20, 22, 27, 32, 35.

Juvenile Delinquency

128. Connor, Walter D. "Juvenile Delinquency in the U.S.S.R.: Some Quantitative and Qualitative Indicators." *American Sociological Review:* 35, no. 2, April 1970. pp. 283–97.

"This paper utilizes much of the available Soviet data and draws upon Western scholarship on the U.S.S.R. to provide a picture of delinquency in the Soviet Union. Data on age, sex, family background, education, occcupation and other characteristics of delinquents are presented in an attempt to form a tentative picture of the nature and quality of Soviet delinquency. . . ."

129. Di Bona, Joseph E. "The New Delinquent in Soviet Society." *School and Society:* 100, no. 2341, April 1972. pp. 242–46.

Describes the conditions following the 1917 Revolution which contributed to juvenile delinquency, e.g., weakening of the family unit and breakdown of the economy; changes brought about by the Five Year Plans in the 1930's, including the reorganization of education, which decreased juvenile delinquency; rise of a new kind of delinquency of the young population of the 1950's that was indifferent to the objectives and goals of the Communist Party, seeking "instead to foster its own subculture of values and expectations in direct opposition to the Party"; and the period from the 1960's, which represents the "ideological struggle" of the young intellectuals who "are not eager to overthrow the system but merely to transform it."

See also nos. 22, 24, 45, 74, 130, 205, 242, 259, 265, 266, 269, 280, 288, 292, 296, 319, 320.

Kindergartens

See nos. 3, 22, 23, 95, 137 ,193, 210, 211, 212, 213, 214, 215, 221, 228, 242, 250, 254, 255, 259, 265, 267, 268, 280, 288, 300, 317, 322, 324, 327, 328, 332, 335, 338.

Komsomols

130. Schwartz, Joel J. "The Elusive 'New Soviet Man.'" *Problems of Communism:* XXII, September–October 1973. pp. 39–50.

"The purpose of the present essay is to explore one dimension of the continuing Soviet socialization program—the role of the Komsomol, the Communist youth organization, in molding the New Soviet Man. . . ." Some of the topic headings are: The Komsomol: Functions and Sanctions, The Komsomol in Industry, The Komsomol on Campus.

See also nos. 3, 8, 17, 23, 25, 49, 74, 95, 100, 111, 129, 131, 149, 160, 162, 206, 215, 221, 242, 251, 259, 267, 268, 269, 280, 288, 291, 292, 293, 296, 317, 322, 332.

Krupskaya

131. McNeal, Robert H. *Bride of the Revolution: Krupskaya and Lenin.* Ann Arbor, Mich: The University of Michigan Press, 1972. 326 pp.

Includes information on Krupskaya's editorial control over educational publications and her role in and influence on education, religion, youth movements, and organizations.

132. Zepper, John T. "N. K. Krupskaya on Complex Themes in Soviet Education." *Comparative Education Review:* 9, no. 1, February 1965. pp. 33–37.

The "complex," which was "a concept of the educative process closely related to the Marxist-Leninist philosophy as understood by Russian educators after the Revolution," was "one of the early features of the Soviet school system." Author cites examples of Krupskaya's definition of and her theories on the use of the "complex" system of education as found in her writings, and the misunderstanding of the concept and other problems that prevented the growth of Krupskaya's educational theories in practice.

133._____. "Krupskaya on Dewey's Educational Thought." *School and Society:* 100, no. 2338, January 1972. pp. 19–21.

Quotes passages from the section "Transformation of the Academic School into a Labor School: Its Inevitability," in *Narodnoe Obrazovanie i Demokratiya* (Public Education and Democracy), 1916, in which Krupskaya writes about John Dewey. Also cites two incidents related to Dewey's visit to the USSR in 1928, and Dewey's and Krupskaya's impressions regarding this visit.

See also no. 175.

Khrushchev

134. Brickman, William W. "Khrushchev's Vision of the Future Soviet School." *School and Society:* 95, no. 2297, November 25, 1967. pp. 461–74.

Analyzes the educational content of the program approved by the Twenty-Second Congress of the Communist Party of the Soviet Union, Oct. 22, 1961, under Khrushchev's leadership; the meaning of "educating working people in a spirit of internationalism," referred to in the program; the meaning "of the call for 'the continuous exchange of trained personnel among the nations' "; and the four "major tasks" of the Communist Party in education.

Language Policy

135. Lewis, E. Glyn. *Multilingualism in the Soviet Union: Aspects of Language Policy and Its Implementation* (Contributions to

the Sociology of Language, 3), Joshua A. Fishman, ed. The Hague and Paris: Mouton, 1972. 332 pp.

"The study is conducted on four levels; first, the analysis of the complex contemporary linguistic situation in the USSR; second, the historical process leading to the present position, and the successive 'contraction' and 'expansion' of language and nationalities policy. Third, the . . . comparative level, and . . . similarities and dissimilarities between the Soviet and other multilingual complexes. Finally, the relationship of linguistic and sociocultural change in the USSR is examined, especially the problem of social and linguistic assimilation on the one hand and mutual accommodation or rapprochement on the other. . . ." Some of the subjects covered are the political conflict and linguistic policy, Russian as a second language, the bases of bilingualism in Soviet education, types of bilingual education and types of schools (e.g., nationality schools, non-Russian minority schools, Russian schools for non-native speakers of Russian), linguistic research, language planning. Study includes 37 tables.

See also nos. 26, 62, 135.

Languages, Teaching of

136. Andretz, Sergey N. "Russian Language Program in the U.S.S.R." *International Educational and Cultural Exchange:* IV, no. 3, winter 1969. pp. 45–54.

"In the summer of 1966 Michigan State University inaugurated a summer program of intensive study for Americans at Moscow State University. The following summer the second session was held at Leningrad State University. The students spent approximately 9 weeks in the Soviet Union of which 6 weeks were devoted to study at the university. During the remaining time the students traveled and spent some days at youth camps. . . ." Article describes the studies at the two universities, students' reactions, contacts with Russian people, and visits to youth camps.

137. Bloch. N. "Foreign Languages in the Kindgergarten: A Soviet Experiment." *School and Society:* 96, no. 2302, Feb. 3, 1968. pp. 82–83.

Describes methods used in teaching foreign languages to 5- and 6-year-olds, based on an experiment begun in 1957 at the suggestion of the Hertzen Pedagogical Institute.

138. Radio Liberty Dispatch. "Native Language Instruction in Azerbaijan Is Inadequate." *School and Society:* 95, no. 2297, Nov. 25, 1967. pp. 450–51. From the lead article, "On the Improvement of Instruction of Azerbaijani in the AzSSR," in the education newspaper, *Azerbaijan Muellimi,* June 20, 1967.

Discusses ". . . a study made by the Azerbaijan Soviet Socialist

Republic Ministry of Education on the current state of the Azeri language, as taught and studied in Azerbaijan in the first half of the 1966–67 school year. . . ."

See also nos. 17, 38, 62, 73, 76, 80, 82, 83, 91, 125, 126, 135, 183, 212, 215, 221, 222, 224, 261, 265, 268, 280, 288, 303, 307, 308, 312, 322, 324.

Learning Research

139. MENCHINSKAYA, NATALIE. "Learning Research Carried Out at the Institute of Psychology at the Academy of Pedagogical Sciences of the USSR." *International Review of Education:* 12, no. 1, 1966. pp. 16–23.

Information on research carried out by the Institute on the psychology of learning.

See also nos. 183, 265, 298, 324.

Lenin

140. LILGE, FREDERIC. "Lenin and the Politics of Education." *Slavic Review:* XXVII, no. 2, June 1968. pp. 230–57.

Describes Lenin's view of education within the context of modern intellectual history. ". . . the new Soviet school remained for him a school: its chief responsibility was to teach a body of received knowledge and cognitive skills useful for the internal development of the country. Schools would thus remain instruments of statecraft, as education in general was an extension of politics. . . ."

See also nos. 102, 131, 132, 148, 151, 167, 205, 207, 280, 283, 285, 337.

Libraries

141. CHANDLER, GEORGE, ed. "Public Libraries in the U.S.S.R.: Soviet Studies." *International Library Review:* 3, no. 4, October 1971. pp. 423–44.

Part I, "Public (Mass) Libraries," discusses library progress for the years 1913–1969, State libraries, public library networks, and reader guidance; part II, "Youth Libraries," describes the youth library network and research on the reading habits of young people; part III, "Children's Libraries," gives information on the network of children's libraries and on guidance and research in children's reading.

142. CHANDLER, GEORGE. "Special Libraries in the U.S.S.R.: An Analysis of Soviet Studies." *International Library Review:* 4, no. 1, January 1972. pp. 83–95.

Information on academic (belonging to higher education institu-

tions), agricultural, medical, public, and technical libraries; the Library of the All Union Academy of Sciences in Leningrad; the Institute of Scientific Information and Fundamental Library of the Social Sciences of the USSR Academy of Sciences; and the Institute of Scientific and Technical Information of the Academy of Sciences.

143. KONDAKOV, J. P. "Library Service for a Nation Covering a Large Geographic Area: The Soviet Union." *Libri:* 17, no. 3, 1967. pp. 202–09.

This paper, presented at the Thirty-Third Session of the International Federation of Library Associations (IFLA) General Council, Toronto, Canada, Aug. 1967, describes the development and growth of the library network in the Soviet Union; the role of public libraries in the education of the masses; the diverse requirements of library users in different parts of the country; and library provisions for children and adults in the outlying areas, e.g., in Kazakhstan and Siberia.

144. MOROZOVA, E. N. "Some Trends in the Mechanization of Library and Bibliographical Operations at the State Public Library for Science and Technology of the USSR." *Libri:* 17, no. 2, 1967. pp. 142–45.

Paper was presented at the Thirty-Second Session of the IFLA (International Federation of Library Associations) General Council, Committee on Mechanization, in The Hague, September 1966.

See also nos. 15, 25, 33, 54, 81, 109, 119, 145, 146, 147, 150, 172, 182, 228, 250, 265, 268, 269, 288, 291, 334.

Library Science

145. NOVIKOVA, E. A. "Present Trends in Cataloguing in the U.S.S.R." *UNESCO Bulletin for Libraries:* XXI, no. 1, January-February 1967. pp. 22–29.

Information on papers presented at the Scientific Conference on Cataloging, held in Moscow, Mar. 30–Apr. 3, 1965.

146. SINKEVIČIUS, K. "U.S.S.R., Lithuania: Higher Education of Librarians in Soviet Lithuania." *International Library Review:* no. 1, January 1971. pp. 109–11.

Information on education of librarians in the Department of Librarianship of the Vilnius State University; part-time library studies available at the University's Extramural Section and Evening Faculty; and education of library specialists for children's public, school, technical, and various scientific libraries.

147. VERNER, MATHILDE. "East European Librarianship: Afterthoughts from a Library Tour." *Comparative Education Review:* 10, no. 1, February 1966. pp. 73–79.

Based on a study tour to the USSR and some Eastern European countries, this article discusses university programs in library science in the USSR; training for library work outside the universities; organization of library networks; cataloging, collections, and other relevant information.

See also nos. 91, 103, 144, 182.

Linguistics

See nos. 26, 183.

Literacy

148. ZINOVYEV, M., and A. PLESHAKOVA. *How Illiteracy Was Wiped Out in the USSR*. Moscow: Progress Publishers, n.d., 94 pp.

Describes the developments and methods established to eradicate illiteracy after the October 1917 Revolution; the undertakings of the Communist Party and the Soviet Government to raise the educational, cultural, and technical levels of workers and peasants; and the cultural and educational growth of the population from the Revolution through 1963. Appendix i gives Lenin's "Decree on the Elimination of Illiteracy Among the Population of the R.S.F.S.R."

See also nos. 3, 4, 5, 26, 35, 45, 50, 56, 62, 64, 80, 95, 110, 111, 131, 143, 154, 166, 174, 205, 215, 221, 222, 253, 256, 257, 259, 268, 269, 280, 288, 289, 291, 292, 294, 303, 318, 322, 327, 332, 335, 337, 338, 339, 342.

Literature

149. YAKOBSON, SERGIUS, and ROBERT V. ALLEN. *Aspects of Intellectual Ferment in the Soviet Union* (prepared at the request of Senator Thomas J. Dodd, U.S. Senate). Washington: U.S. Government Printing Office, 1966. 27 pp.

"In recent years the Soviet Union and the other Communist nations of Europe have witnessed a growing intellectual ferment . . . As this study points out, the revolt got underway after the death of Stalin in 1953 . . . .The ideological turmoil which followed the 20th Congress of the Party in early 1956, at which Khrushchev delivered his well-known 'secret speech' on Stalin's crimes, had an inescapable effect on the literary situation . . . Writers . . . began to attack most of the institutional devices by which the Party had sought to make the 'party spirit' the major criterion in literature and art . . . Such reactions against Party controls were, indeed, widely expressed, most significantly so among students in the higher educational institutions. . . ."

See also nos. 186, 192, 272.

052

Literature, Children's

150. MEDVEDEVA, N. "Russian Children's Literature on the Contemporary Stage." *International Library Review:* 3, no. 2, April 1971. pp. 133–40.

Information on the stand adopted by the Communist Party and the Soviet Government for the successful development of children's literature; the kinds and numbers of children's publications; research conducted on children's reading interests by institutes of learning, libraries, and publishing houses; investigations into the field of the development of theory and criticism of children's literature carried out by the Institute of Culture, the Academy of Pedagogical Sciences, and the House of Children's Books, in Moscow, Leningrad, and Tbilisi; and titles of various literary works which are popular with children.

See also no. 24, 119, 215.

Literature, Teaching of

151. SHNEIDMAN, N. N. "The Russian Classical Literary Heritage and the Basic Concepts of Soviet Literary Education." *Slavic Review:* 31, no. 3, September 1972. pp. 626–38.

"Every effort is being made to retain in the literature programs of the Soviet schools and universities all the best work of the Russian literary giants of the nineteenth century. . . . Thus the teaching of literature and the humanities is 'mainly turned to the past, toward the study of the history and literature of the presocialist epoch,' and the teacher must possess the necessary skill to extract from a work of art created in a bourgeois society, and by an artist alien to the socialist order of things, the components most useful for Soviet education. . . ." Author discusses Soviet literary theories based on the basic precepts of Marx and Lenin.

See also nos. 83, 104, 150, 197, 280, 307, 312.

Makarenko, Anton S.

152. ARANSKY, V., and A. PISKUNOV, comps., O. SHARTSE, transl. *A. S. Makarenko: Problems of Soviet School Education.* Moscow: Progress Publishers, 1965. 154 pp.

Contents: A. S. Makarenko—An Outstanding Soviet Educator; Lecture One: Methods of Upbringing; Lecture Two: Discipline, Regimen, Punishment and Reward; Lecture Three: Methods of Individual Approach; Lecture Four: Work Training, Relations, Style and Tone.

153. BAKER, BRUCE. "Anton Makarenko and the Idea of the Collective." *Educational Theory:* 18, no. 3, summer 1968. pp. 285–94.

Review article of A. S. Makarenko's *Problems of Soviet School*

Education, translated by O. Shartse and published in Moscow in 1965 by Progress Publishers. (See item 152.)

See also nos. 20, 26, 62, 175.

Manpower

154. DeWitt, Nicholas. "High-Level Manpower in the U.S.S.R." *New Directions in the Soviet Economy, Part III: The Human Resources* (See item 252). pp. 789–816.

Reviews and examines developments in Soviet education; manpower training policies, development and the utilization of specialized professional manpower in the Soviet economy and the influence of specialized high-level manpower on the managerial, organizational, technical, and research capabilities of the USSR.

155. Feshbach, Murray. "Manpower in the U.S.S.R.: A Survey of Recent Trends and Prospects." *New Directions in the Soviet Economy, Part III: The Human Resources* (See item 252). pp. 703–88.

Discusses efforts made by Soviet officials and scholars to study the problems encountered in planning manpower resources, goals and achievements of the 7-year plan (1959–65), plans for the years 1966–70, and the increasing reliance on the educational system as an instrument for regulating the supply of labor in the economy.

156. Goodman, Ann S. *Estimates and Projections of Specialized Manpower in the U.S.S.R.: 1950–1975* (International Population Reports Series P–91, no. 21). Washington: U.S. Department of Commerce, Bureau of the Census, April 1970. 50 pp.

Report "presents estimates and projections of higher and specialized secondary school graduates employed in the civilian labor force of the USSR, by field, for the years 1950 to 1975," and "describes the training of these specialists, emphasizing the institutional framework and quantitative trends in admissions, enrollment, and graduations, discusses the results of the projections, and gives the assumptions and methods used in preparing them. . . ."

See also nos. 46, 47, 55, 56, 60, 62, 63, 66, 73, 76, 101, 106, 162, 181, 205, 241, 251, 253, 278, 282, 331, 337, 339, 346.

Mathematics, Teaching of

157. Moser, James M. "Mathematics Education in the Secondary Schools of the Soviet Union." *The Mathematics Teacher:* LX, no. 8, December 1967. pp. 885–92.

Based on reports by mathematics educators who visited mathematics education facilities in the Soviet Union from Aug. 27 to Sept. 9, 1966, this article lists the facilities visited and provides information on special programs for mathematically talented students, teacher education in mathematics, and curriculum development and evaluation.

158. Vogeli, Bruce Ramon. *Soviet Secondary Schools for the Mathematically Talented.* Washington: National Council of Teachers of Mathematics, 1968. 100 pp.

"The latest and most ambitious effort by Soviet mathematics educators to identify and develop young mathematical talent is the establishment of secondary schools offering specialization in mathematics. It is the programs of these mathematics secondary schools with which this report is concerned. . . ." Appendixes include curriculum tables and examination tickets for computer-programer trainees in grades 9 and 10, and abstracts of a course syllabus for pedagogical institutes preparing teachers for computer-programer schools.

See also nos. 19, 80, 82, 91, 104, 230, 254, 268, 278, 280, 288, 307, 308, 312, 321, 334.

Medical Education

159. Zfidlits, Leonid. "The Professional Growth of Physicians in the Soviet Union." *Convergence:* III, no. 4, 1970. pp. 16–19.

Describes the kinds of facilities and studies available to physicians to improve their professional skills: e.g., institutes and chairs for the advanced professional training of physicians, day courses, day courses combined with correspondence courses, television courses.

See also nos. 43, 56, 91, 95, 99, 101, 103, 104, 109, 173, 202, 208, 280, 288, 308, 310.

Military Education

160. Goure, Leon. *The Military Indoctrination of Soviet Youth.* New York: National Strategy Information Center, Inc., 1973. 75 pp.

Soviet views on the need for military-patriotic education, the organization and content of military-patriotic education, training and indoctrination of school children, and significance of military patriotic education are some of the subjects covered in this publication.

161. Kruzhin, Petr. "Soviet Military Colleges." *Bulletin: Institute for the Study of the USSR:* XVIII, January 1971, no. 1, pp. 39–43.

"Soviet military colleges are of three types: secondary, with a three-year course of study, and higher, with four- and five-year courses. The first usually train various kinds of technicians, the second primarily command personnel for all branches of the armed forces except the navy, and the third highly qualified engineers for all branches and also officers for the navy. . . ."

162. Rosen, Seymour M. "Basic Military Training in Soviet Schools." *School and Society:* 98, no. 2328, November 1970. pp. 421–23.

"The 1968–69 school year brought interesting emphasis on basic military training in regular secondary schools in the U.S.S.R. . . . The

curriculum would include study of decisions of the Communist Party regarding the defense of the country, the role of the Soviet armed forces, basic requirements of the military oath, study of the soldier's actions in battle, and . . . civilian defense training. . . ." Article includes quotes from several Soviet sources on the subject of military training in secondary schools.

See also nos. 98, 206, 259, 268, 280, 288, 303.

Ministries of Education

See nos. 2, 3, 33, 35, 37, 47, 56, 73, 74, 76, 84, 85, 91, 95, 100, 101, 104, 106, 135, 138, 158, 162, 166, 174, 221, 223, 224, 228, 240, 244, 250, 253, 259, 265, 268, 269, 280, 288, 292, 302, 303, 306, 307, 308, 322, 324, 325, 328, 332, 338, 340.

Minorities

163. BILINSKY, YAROSLAV. "Education of the Non-Russian Peoples in the USSR, 1917–1967: An Essay." *Slavic Review:* XXVII, no. 3, September 1968. pp. 411–37.

"The emphasis in this study has been on the availability of primary and secondary education in the native languages of the Soviet peoples and on the opportunities for these nationalities to obtain higher education. . . ."

164. LIPSET, HARRY. "Education of Moslems in Tsarist and Soviet Russia." *Comparative Education Review:* XII, no. 3, October 1968. pp. 310–22.

Author cites three reasons for concentrating on the Moslem population in this study: The Soviet Moslems or those of Moslem background constitute a large part of the population of that country; they were greatly discriminated against under the Tsars, and their progress under the Soviet regime would be an important test of how effective Soviet policy has been in raising the level of minorities; and it is easy to trace Moslem peoples in the statistics of the Tsarist government but almost impossible to do so for some of the other minorities. Statistical information is given on the numbers of students in schools in the Moslem Republics from 1914 through the 1960's.

165. SCHULMAN, ELIAS. *A History of Jewish Education in the Soviet Union*. New York: Ktav Publishing House, Inc., 1971. 184 pp.

Includes the following information on the Yiddish-language schools: The theoretical basis for their development; their philosophy, curriculums, textbooks, and Jewish content; the effect on them of World War I and of the Russian Revolution; their decline; and World War II and their final liquidation.

166. SHIMONIAK, WASYL. "Education of Minorities in the U.S.S.R." *School and Society:* 100, no. 2338, January 1972. pp. 58–66.

Article is divided into subject headings as follows: Education Before 1917, Communist Reforms, Religion and Schools, Educational Accomplishments. Tables are given on the population of the Soviet Union, by major nationality grouping, for 1926, 1939, and 1959; distribution of students in higher educational institutions, by nationality, for 1960–61 and 1965–66; and distribution of students in higher educational institutions, by Republics, for 1933–34 and 1965–66.

See also nos. 14, 26, 35, 56, 62, 69, 72, 73, 95, 135, 174, 188, 205, 222, 223, 224, 241, 253, 259, 261, 265, 268, 269, 280, 281, 288, 291, 292, 293, 319, 320, 322, 332, 335, 338, 339.

Moral Education

167. BOLDYREV, N. I. "To Help Create the New Soviet Man: One of the Primary Tasks of the Soviet School." *The Soviet System in Theory and Practice* (See item 336). pp. 289–294. (From *Sovetskaia pedagogika*, 1962, no. 6, and translated under the title "The Moral Code of the Builders of Communism—the Basis for the Moral Upbringing of the Rising Generation," in *Soviet Education*, January 1963, pp. 42–49)

"Discusses the role of the Soviet school as an institution dedicated to the teaching of 'the moral code of the builders of Communism'—to the rearing of the 'New Soviet Man'. . . ."

See also Character Education and nos. 20, 49, 57, 60, 62, 74, 119, 128, 129, 130, 196, 205, 210, 211, 215, 265, 266, 267, 280, 288, 296, 315, 317.

Moscow University

168. TAUBMAN, WILLIAM. "Moscow U: Dialectics in a Drag." *Saturday Review:* Feb. 17, 1968. pp. 55–56, 78–80.

Author "was an exchange student in the Juridical Faculty at Moscow State University during the academic year 1965–66." In this article, he discusses students' ferment within the faculty and the reactions of the academic establishment and the Communist Party to students' criticisms.

169._____. *The View from Lenin Hills.* New York: Coward-McCann, Inc., 1967. 249 pp.

The author was one of a number of participants in the Soviet-American academic exchange program in 1965. He describes his experiences at Moscow State University, where he lived among the Soviet students, attending their seminars and political meetings. ". . . . The evocative picture that emerges of life at Moscow University is an extraordinary study in cultural, social, and educational contrasts. . . ."

See also nos. 3, 93, 101, 103, 109, 127, 136, 265, 268, 280, 288, 292, 324, 335.

Music Education

170. ERNST, KARL D. "Moscow Conservatory: One Hundred Years Old." *Music Educators Journal:* 53, no. 8, April 1967. pp. 107–09.

The author was invited to attend the 100th anniversary celebration of the Conservatory, held Oct. 15–22, 1966. One of the "highlights" of the week's celebration was a visit to the Central Elementary Music School located near the Conservatory. This school, which accepts 6-year-old children who are unusually gifted musically, combines a general elementary education program with specialized music education.

171. SCHWADRON, ABRAHAM A. "Music in Soviet Education." *Music Educators Journal:* 53, no. 8, April 1967. pp. 87–93.

Article is divided into the following subject headings: General Schools, Special Music Schools, Extra-Curricular Music, Teacher Preparation, General Trends, Critical Observations.

172. UNESCO. *International Directory of Music Education Institutions.* Paris: UNESCO, 1968. pp. 98–100.

Lists the conservatories, academies of music, other music institutions; international competitions; music libraries, archives, and documentation centers of international standing; collections of musical instruments; national and international organizations, societies, and institutions of music and music education; national and international music periodicals.

See also nos. 103, 109, 193, 215, 265, 268, 280, 288, 334.

Nationalities

See nos. 3, 14, 23, 26, 28, 35, 56, 62, 69, 72, 73, 95, 135, 163, 164, 165, 166, 174, 205, 221, 222, 223, 224, 241, 253, 259, 261, 265, 268, 269, 280, 281, 288, 291, 292, 293, 307, 308, 322, 324, 328, 332, 335, 338, 339.

Natural Sciences

See nos. 196, 237, 297.

Natural Sciences, Teaching of

See nos. 280, 297, 312.

Nurseries

See nos. 3, 21, 22, 23, 95, 193, 211, 212, 213, 214, 215, 221, 250, 265, 267, 268, 288, 317, 322, 324, 328, 335, 342.

Nursing Education

173. World Health Organization. *World Directory of Post-Basic and Post-Graduate Schools of Nursing*. Geneva: WHO, 1965. pp. 180–81.

Information on administration, admission requirements, and curriculums for the different specializations in nursing.

Octobrists

See nos. 95, 259, 332.

On-the-Job-Training

See nos. 4, 56, 74, 89, 95, 106, 147, 205, 251, 253, 259, 267, 269, 280, 282, 328, 332, 338, 346.

Organization of Education

See nos. 2, 3, 4, 8, 17, 18, 19, 23, 25, 33, 35, 37, 40, 43, 46, 47, 51, 52, 56, 60, 63, 66, 71, 73, 74, 80, 84, 91, 95, 99, 100, 101, 102, 104, 106, 108, 111, 125, 154, 156, 158, 159, 160, 162, 166, 173, 174, 178, 179, 180, 202, 205, 206, 209, 210, 211, 212, 214, 215, 221, 222, 223, 224, 230, 231, 238, 243, 250, 251, 253, 255, 259, 262, 264, 265, 266, 268, 269, 280, 288, 302, 303, 307, 308, 309, 315, 317, 322, 324, 327, 328, 331, 332, 334, 337, 338, 339, 340, 341, 346.

Out-of-School Activities

See nos. 8, 23, 24, 25, 90, 95, 119, 130, 162, 171, 174, 176, 180, 221, 223, 224, 250, 255, 259, 265, 267, 269, 280, 296, 297, 315, 322, 324, 327, 332, 338, 339, 346.

Parents-Teachers

See nos. 3, 18, 22, 23, 24, 90, 167, 205, 212, 213, 215, 221, 226, 242, 265, 280, 317, 320, 340.

Part-Time Studies

174. Rosen, Seymour M. *Part-Time Education in the U.S.S.R.: Evening and Correspondence Study*. OE-14113, Bulletin 1965, no. 17. U.S. Department of Health, Education, and Welfare, Office of Education. Washington: U.S. Government Printing Office, 1965. 141 pp.

Based on an official visit to the Soviet Union in 1963, this study describes the development of part-time education and provides information on part-time general elementary-secondary education, higher and secondary specialized education, and informal part-time education. The 23 text tables include information on curriculums, enrollments, graduations, etc.; appendix B gives the April 1964 Decree of the USSR Council of Ministers on Part-Time Education; and lists A and B present

the higher education correspondence institutes and correspondence secondary specialized schools, respectively.

See also nos. 3, 4, 5, 35, 51, 56, 73, 74, 84, 91, 95, 100, 101, 104, 106, 108, 146, 158, 159, 205, 209, 228, 239, 248, 253, 259, 263, 267, 268, 269, 280, 282, 303, 306, 324, 327, 328, 332, 339.

Party Schools

See nos. 25, 28, 62, 95, 160, 206, 259.

Patriotic Education

See nos. 54, 95, 115, 129, 130, 132, 134, 160, 162, 167, 205, 206, 212, 222, 223, 245, 262, 265, 280, 338.

Pedagogical Institutes

See nos. 3, 17, 53, 62, 73, 74, 95, 109, 137, 158, 174, 215, 221, 223, 265, 268, 280, 288, 292, 301, 302, 303, 304, 322, 324, 332, 338, 346.

Pedagogy

175. Kolmakova, M. N. "Pedagogics." *Education in the USSR* (See item 333). pp. 135–41.

Describes the contributions to the development of the Soviet school system of, for example, Krupskaya, Lunacharsky, Makarenko, Pokrovsky, and Shatsky; the organization and functions of the Academy of Pedagogical Sciences of the USSR and the Academy of Pedagogical Sciences of the RSFSR; and the scientific research institutes of pedagogics of the Union Republics.

Peoples' Friendship University

176. *The Patrice Lumumba Peoples' Friendship University for 10 Years.* Moscow: The University (?), 1970. 30 pp.

Information on the development and objectives of the University; its faculties and the programs of studies offered in each faculty; admission requirements, curriculums, diploma or degree requirements on the undergraduate and graduate levels; numbers of foreign students, by continent or country of origin; and foreign student associations and student clubs. Includes a list of significant dates and events in the life of the University from 1960 through 1969 and the names and positions of the senior faculty members at the time of publication.

177. *Peoples' Friendship University.* Moscow: Progress Publishers, 1969. 62 pp.

This publication, in English, French, Russian, and Spanish, includes information on the administration and organization of the University;

its physical facilities, e.g., laboratories, lecture halls, and library; programs of studies; numbers of faculty members and students; and student activities.

178. ROSEN, SEYMOUR M. *The Development of Peoples' Friendship University in Moscow*. OE-14169. U.S. Department of Health, Education, and Welfare, Office of Education. Washington: U.S. Government Printing Office, 1973. 17 pp.

Author visited the University in 1961, 1965, and 1972. He reviews the University's development from 1960 to 1972; provides information on its administrative and teaching staffs, faculties, students, and programs of studies; gives the curriculum for the Engineering Specialty of Industrial and Civil Construction at Lumumba University and at a standard Soviet engineering school for 1967 and 1971, respectively; includes statistics on enrollments and graduates; and lists the strengths and weaknesses of the University on the basis of its years of operation.

179. RUBINSTEIN, ALVIN Z. "Lumumba University: An Assessment." *Problems of Communism: XX, no. 6, November-December 1971. pp.* 64–69.

Article is based on the author's visit to the Soviet Union in 1970 and his discussions with University officials. Information is given on the structure of the University, its recruitment practices, programs of studies, the student body, and student problems, e.g., homesickness.

180. *We Are From Friendship University*. Moscow: Progress Publishers, 1965. 158 pp.

A collection of articles contributed by students, from 23 countries, studying at Peoples' Friendship University. A section, by the University's prorector, describes the objectives of the University, its structure, programs of studies, teaching methods, and provisions for students' rest and recreation.

See also nos. 73, 125, 127, 259, 280, 324.

Peoples' Universities

See nos. 54, 95, 248, 280.

Periodicals

181. ABLIN, FRED, ed. *The Soviet Review* (A Quarterly Journal of Translations). White Plains, N.Y.: International Arts and Sciences Press, Inc.

"The purpose of *The Soviet Review* is to provide readers with a cross-section of significant articles published in Soviet periodicals in the social sciences and humanities. Sample contents: . . . Public Education, Science, and Culture in the USSR; Manpower and Labor Productivity. . . ."

182. CHANDLER, GEORGE, ed. *International Library Review*. London/New York: Academic Press, Inc. Four issues per year.

"Deals with all aspects of progress and research in international and comparative librarianship, documentation and information retrieval, in national, public, university, and special libraries."

183. COLE, MICHAEL, ed. *Soviet Psychology*. White Plains, N.Y.: International Arts and Sciences Press, Inc. Quarterly.

Sample content: "Some Problems in Learning Russian as a Foreign Language (Essays on Psycholinguistics)."

184. Comparative and International Education Society. *Comparative Education Review*. Kent, Ohio: Kent State University/*Comparative Education Review*.

The *Review*, published in February, June, and October, "is the official journal of the Comparative and International Education Society, an organization of scholars and teachers of Comparative and International Education, founded in 1956 to advance knowledge and teaching in this field."

185. DUNN, STEPHEN P., ed. *Soviet Sociology*. White Plains, N.Y.: International Arts and Sciences Press, Inc. Quarterly.

Sample Contents: "A Concrete Sociological Study of Ethnic Relations"; "Family Size and Public Opinion"; "The Professional and Paraprofessional Component in the Rural Population"; "Women in the USSR: Statistical Data."

186. EHLERS, ROBERT S., ed. *The Current Digest of the Soviet Press*. Columbus, Ohio: The Ohio State University, American Association for the Advancement of Slavic Studies (AAASS). Weekly.

"Each issue of *The Current Digest* is based on a close reading and analysis of one week's contents of *Pravda* and *Izvestia* and contains translations from these two leading dailies and selected articles from many other Soviet newspapers and magazines. . . ." Sample contents: The Arts, Education, Literature, Religion, Science, Sports and Recreation.

187. Foreign Broadcast Information Service [FBIS]. *Daily Report: Soviet Union*. Springfield, Va.: National Technical Information Service, U.S. Department of Commerce.

"This publication contains current news and commentary monitored by FBIS from foreign broadcasts, news agency transmissions, newspapers, and periodicals. . . ."

188. Foreign Policy Association, Inc. *Intercom*. New York: The Association. Published 6 times a year.

"The Foreign Policy Association publishes *Intercom* as a special service for world affairs program planners, teachers in schools and colleges, librarians and others interested in education and the world affairs who want to have at their fingertips the latest and most com-

plete coverage of what is going on in the world affairs field." Sample contents: Education; The Soviet Economy; U.S.–U.S.S.R.: Official Exchanges Programs; The Problems of Minority Groups.

189. Institute for the Study of the USSR. *Bulletin*. Munich, Germany: The Institute. Monthly.

Includes articles on current Soviet affairs and reviews of books and periodicals.

190. _____. *Studies on the Soviet Union*. Munich, Germany: The Institute. Quarterly.

Includes articles on Soviet economy, education, youth, etc., and reviews of books and periodicals.

191. International Association of Universities (IAU). *Bulletin*. Paris: International Universities Bureau. Quarterly.

Sample contents: ". . . International University Chronicle: . . . Canada, United States, . . . Soviet Union; University Cooperation: . . . Student and faculty exchange agreement, Canada-U.S.S.R. . . ."

192. Makarov, Alexander L., and Anatoly A. Mkrtchian, eds. *Soviet Life*. Washington: *Soviet Life* Editorial Board, Monthly.

"The only magazine circulated in the United States by reciprocal agreement between the governments of the USA and the USSR. . . . Articles on economics, science, education, art, literature, sports."

193. Noah, Harold J., and Beatrice Beach, eds. *Soviet Education* (A Journal of Translations). White Plains, N.Y.: International Arts and Sciences Press, Inc. Twelve issues a year.

"The journals are concerned with Soviet preschool, primary, secondary, vocational, and higher education; curricula and methods of the subject fields taught in the schools; the pedagogy of art, music, and physical education; and special education programs for abnormal children. . . ."

194. Peterson, A. D. C., Editorial Board Chairman. *Comparative Education*. Hedington Hill Hall, Oxford, England: Pergamon Press.

"*Comparative Education* is a British and Commonwealth journal which is published three times a year. . . . This international journal of educational studies aims to present up-to-date information on significant educational trends throughout the world. . . ."

195. Shils, Edward, and Gillian Anderson, eds. *Minerva: A Review of Science, Learning, and Policy*. London: The International Association for Cultural Freedom. Quarterly.

Articles, documents, and reports on science education, science policies, and scientific development in countries throughout the world.

196. Somerville, John, ed. *Soviet Studies in Philosophy*. White Plains, N.Y.: International Arts and Sciences Press, Inc. Quarterly.

Sample contents: Contemporary Natural Sciences and a Scientific World View; Moral Choice as a Form of Exercising Moral Freedom.

197. TREADGOLD, DONALD W., ed. *Slavic Review* (American Quarterly of Soviet and East European Studies). Formerly *The American Slavic and East European Review*. Columbus, Ohio: Ohio State University, American Association for the Advancement of Slavic Studies (AAASS).

Articles on various aspects of Soviet life and culture; e.g., agriculture, education, literature, religion, and sociology.

198. UNESCO Institute for Education, Hamburg, Germany. *International Review of Education*. Den Haag, Holland: Martinus Nijhoff. Four issues a year.

The purpose of the periodical is "publication of scholarly articles, communications, reports and reviews on all questions of education and related fields as far as they are of international interest."

199. U.S. Advisory Commission on International Educational and Cultural Affairs. *International Educational and Cultural Exchange*. Washington: U.S. Department of State/The Commission. Quarterly.

Articles discuss, for example, foreign language orientation and study in a specific country or countries, international competitions in such fields as music, and various other educational and cultural exchange programs and visits.

200. U.S. Information Agency. *Problems of Communism*. Washington: U.S. Government Printing Office. Bimonthly.

The purpose of the publication "is to provide analyses and significant background information on various aspects of world communism today."

201. U.S. Joint Publications Research Service. *Translations on USSR Political and Sociological Affairs*. Springfield, Va.: National Technical Information Service.

"The report contains information on government and party structure, policy and problems, law and social regulation, education, and cultural and social aspects of Soviet life."

See also nos. 9, 172, 259.

Pharmacy Education

202. World Health Organization. *World Directory of Schools of Pharmacy, 1963*. Geneva: WHO, 1966. pp. 239–44, 283–401.

Information on administration, admission requirements, curriculums, examinations, and graduation and licensing requirements; and the names and addresses of the schools in each Republic. Appendixes list, by country, the schools of pharmacy, numbers of pharmacists, and conditions governing the practice of pharmacy in each country.

See also nos. 43, 103.

Philosophy of Education

203. MATHES, WILLIAM L. "N. I. Pirogov and the Reform of University Government, 1856–1866." *Slavic Review:* 31, no. 1, March 1972. pp. 29–51.

"The opinion of Nikolai Ivanovich Pirogov (1810–81) provided the basis for much of the widespread debate on the 'university problem' which preceded the adoption in 1863 of the General Statute of Russian Universities. Though Pirogov's equally important views on primary and secondary education and his general pedagogical philosophy have been examined in some detail, there is no systematic treatment of his views on university reform. . . . The purpose of this article is to help elucidate those views. . . ."

204. SHIMONIAK, WASYL. "Soviet Educational Philosophy Before World War II." *The Catholic Educational Review:* LXV, no. 5, May 1967. pp. 312–22.

" . . . In order that we can see the extent of Marxian principles in Soviet education, we have to describe briefly the following topics: Soviet experimentalism in the 1920's, problems of methodology, polytechnical education and Anton S. Makarenko. . . ."

205. ZEPPER, JOHN T. "Recent and Contemporary Soviet Educational Thought." *School and Society:* 100, no. 2338, January 1972, pp. 31–43.

Discusses educational policies, practices, and theories of Krupskaia, Lunacharskii, Makarenko, and other Soviet educators; educational policies under Lenin; the effects of World War II on Soviet education; the development of polytechnical education, its decline during the 1930's and into the postwar period, and the renewed interest in it after Stalin's death in 1953; reforms in 1958 under Khrushchev; reforms of the 1960's; development of and interest in programed instruction; the role of the USSR Academy of Pedagogical Sciences in implementing educational reforms; and other developments, failures, and successes of Soviet education from 1917 to the 50th anniversary of the Revolution.

See also nos. 3, 18, 22, 25, 26, 29, 33, 35, 45, 47, 54, 57, 60, 63, 66, 68, 70, 74, 77, 79, 80, 90, 95, 101, 102, 105, 110, 111, 114, 115, 117, 120, 129, 130, 132, 134, 140, 151, 152, 153, 162, 166, 167, 175, 206, 207, 208, 210, 211, 213, 215, 219, 222, 228, 242, 244, 245, 251, 255, 256, 257, 259, 262, 265, 268, 280, 281, 283, 288, 296, 314, 315, 317, 324, 328, 332, 337, 338, 339.

Physical Education

See nos. 60, 119, 162, 193, 215, 224, 255, 259, 265, 267, 280, 288, 297.

Physics, Teaching of

See nos. 82, 104, 158, 230, 278, 280, 307, 308, 312.

Pioneers

See nos. 3, 8, 17, 22, 23, 49, 62, 74, 95, 108, 119, 160, 215, 221, 223, 242, 255, 259, 265, 267, 268, 269, 280, 288, 292, 296, 297, 317, 322, 324, 332.

Political Education

206. KHMEL, ALEXANDER, ed., and G. IVANOV-MUMJIEV, transl. *Education of the Soviet Soldier: Party-Political Work in the Soviet Armed Forces.* Moscow: Progress Publishers, 1972. 218 pp.

Describes the organizational structure and activities of the Komsomol organizations within the Armed Forces whose "main task is to educate young servicemen in the spirit of utter devotion to the Communist Party and the Soviet country . . ."; the education of service personnel "in the spirit of Communist awareness" through Marxist-Leninist courses, which include group lectures and independent study, mass political propaganda (lectures, rallies, wall newspapers), and cultural-educational work (books, films, radio, theater); and provides various other information on the political education and training of the Armed Forces personnel as required by the CPSU Central Committee's political apparatus and organizations within the Soviet Armed Forces.

See also nos. 4, 25, 26, 28, 54, 71, 95, 115, 129, 130, 132, 134, 160, 167, 205, 222, 244, 245, 259, 262, 280, 332.

Politics of Education

See nos. 26, 33, 54, 63, 66, 73, 102, 130, 132, 133, 134, 140, 205, 209, 244, 245, 248, 251, 265, 280, 281.

Polytechnical Education

207. CHARLTON, KENNETH. "Polytechnical Education: An Idea in Motion." *International Review of Education*: 14, no. 1, 1968. pp. 43–61.

Discusses different concepts of present-day polytechnical education; historical roots of "polytechnism"; polytechnical education in the Soviet Union under Lenin, Stalin, and Khrushchev; and criticism and modification of polytechnical education in the post-Khrushchev era.

208. DRYLAND, ANN R. "Polytechnical Education in the USA and USSR." *Comparative Education Review*: 9, no. 2, June 1965. pp. 132–38.

Article is concerned with "polytechnical education as it is used in the USSR and as it can be applied in the USA" and "with the identification of factors which will permit a more rigorous study of the need for a different concept of liberal education." Author analyzes the approach to educational problems that theoreticians in both countries consider important and that are of interest to comparative

educators, e.g., John Dewey's reflective thinking approach to educational problems and Karl Popper's dualistic approach to the study of society.

See also Career Education and nos. 3, 17, 19, 31, 32, 35, 47, 56, 60, 73, 74, 77, 84, 91, 95, 101, 103, 106, 129, 140, 204, 205, 209, 221, 223, 239, 240, 255, 256, 259, 265, 267, 268, 269, 271, 280, 288, 293, 322, 324, 327, 332, 339, 346.

Postsecondary Education

209. HARASYMIW, BOHDAN. "Post-Secondary Education in the USSR." *Post-Secondary Education in a Technological Society*, T. H. McLeod, ed. Montreal/London: McGill-Queen's University Press, 1973, pp. 131–43.

Headings as follows: Role and Goals of Post-Secondary Education in a Technological Society, Post-Secondary Education and Manpower Planning, Accessibility and Costs of Post-Secondary Education, Higher Education and Social Mobility, New Developments.

See also nos. 55, 224, 238, 265, 307, 308.

Preschool Education

210. CHAUNCEY, HENRY, ed. *Soviet Preschool Education, Volume I: Program of Instruction* (Educational Testing Service). New York: Holt, Rinehart, and Winston, Inc., 1969. 182 pp.

Translation of the program developed by a joint commission of the Academy of Pedagogical Sciences of the Russian Republic and the Academy of Medical Sciences of the Soviet Union. The program defines the educational objectives and organization of activities to be followed in the upbringing of children from birth through age 7. The appendix provides model daily schedules for the different age groups.

211. _____. *Soviet Preschool Education, Volume II: Teacher's Commentary* (Educational Testing Service). New York: Holt, Rinehart, and Winston, Inc., 1969. 218 pp.

Translation of a program prepared jointly by the Academy of Pedagogical Sciences and the Academy of Medical Sciences. The program ". . . not only communicates clearly and in considerable detail the ways and means of proper education of children aged two months through seven years, but also the philosophies that should guide that education . . . ."

212. JACOBY, SUSAN. "Who Raises Russia's Children?" *Saturday Review*: Aug. 21, 1971. pp. 40–43, 53.

The author lived in Moscow from August 1969 to May 1971. In this article she discusses various aspects pertaining to the care and up-

bringing of preschool-age children in the Soviet Union; the concern of parents with the quality of the preschool institutions that their children attend; and the relatively low percentage of children enrolled in preschool institutions because of the parents' unwillingness to leave young children in nurseries, the objection of some parents to the emphasis that kindergartens place on collective activities rather than on individual needs and abilities of children, the lack of kindergarten spaces in many areas, and the inferior quality and quantity of rural preschool institutions as compared with those in the cities.

213. KALININ, ALEXEI. *Preschool Education in the USSR*. Moscow: Novosti Press Agency Publishing House, 1971. 91 pp.

Contents: From Backwardness to Progress, In Accordance with the Constitution, Preschool Education—The First Link in the System of Education, Educating Young Citizens, Theory and Practice in Preschool Education in the USSR, The Society and the Family, Teachers and Educators, Exchanging Experience with Colleagues Abroad.

214. KOLMAKOVA, M. N. "Preschool Education." *Education in the USSR* (See item 333). pp. 24–32.

Information on the development of education for preschool-age children; the various types of preschool establishments, their administration and organization; nurseries and kindergartens and the kinds of care and educational work children receive in each; and the research being carried out on preschool education by the Academy of Medical Sciences of the USSR.

215. WEAVER, KITTY D. *Lenin's Grandchildren: Preschool Education in the Soviet Union*. New York: Simon and Schuster, 1971. 254 pp.

" . . . while there are important similarities between American and Russian attitudes toward children, there is an important difference: the Soviets have long been devoting educational and institutional energies to a field we are only just in the process of discovering—preschool education. . . . This . . . book . . . stresses what Russian preschool education does . . . . It enters the classroom, observes the games, and lets children and teachers speak to tell their own story . . . ."

See also Early Childhood Education and nos. 3, 22, 23, 24, 62, 84, 91, 95, 98, 137, 193, 213, 221, 223, 224, 225, 241, 242, 243, 250, 253, 254, 255, 259, 264, 265, 266, 267, 268, 280, 288, 293, 300, 310, 317, 322, 323, 324, 327, 328, 332, 335, 338, 342.

Programed Instruction

216. LEBEDYEV, PANTYELEYMON D. "Educational Techniques and Problems of Programmed Instruction in the USSR." *International Review of Education*: 13, no. 1, 1967. pp. 26–39.

Information on television teaching and its problems; the funda-

mental characteristics, machine and manual control in programed instruction; electronic teaching machines; compilation of programs; and the role of the teacher.

See also nos. 3, 53, 59, 73, 74, 75, 158, 205, 254, 256, 280, 307, 308, 309, 310, 325.

Psychological Research

See nos. 22, 139, 183, 265, 280, 288, 298, 315, 324.

Psychology of Education

See nos. 22, 26, 33, 54, 59, 63, 70, 74, 95, 115, 130, 139, 151, 152, 160, 166, 205, 206, 215, 222, 255, 256, 262, 265, 280, 317.

Psychology of Learning

See nos. 54, 59, 139, 152, 183, 265, 298.

Reading, Teaching of

217. Copp, Barrie R. "Reading as Viewed by Our Eastern European Colleagues." *Journal of Reading:* 13, no. 6, March 1970. pp. 441–46.

Article is based on a visit to five countries, including the USSR. A meeting was held at the Institute of Defectology, Moscow, which is concerned with the mentally and physically handicapped and with disabled readers. The Institute's program was described; i.e., the care and schooling children receive, depending on the individual problem.

218. Hildreth, Gertrude. "Reading with a Rational Alphabet: The Russian System." *The Reading Teacher*: 22, no. 3, Dec. 3, 1968. pp. 251–61.

"The methods and materials used in reading instruction during the first school year are the subject of this report which is based on inspection of school textbooks, interviews with Soviet educators and children's librarians, statements of adults who have learned to read under the system, and observations of the children. . . ."

See also nos. 150, 215, 280.

Religion

219. Brickman, William W. "Atheism, Religion, and Education in the Soviet Union." *School and Society*: 100, no. 2341, April 1972. pp. 246–53.

Under the heading, "Chronology of Atheism, Religion, and Education in the Soviet Union," the author lists the decrees issued on the subjects from 1917 to 1969–70; and under the "Selected Bibliography on Religion and Atheism in the Soviet Union," he lists "the main,

accessible works in Russian, German, French, English, Hebrew, and Yiddish," with annotations for the Russian titles.

See also nos. 14, 20, 26, 62, 131, 186, 319, 320.

Religion, Teaching of

220. ROTHENBERG, JOSHUA. "The Legal Aspect of Religious Education in the Soviet Union." *Comparative Education Review*: XII, no. I, February 1968. pp. 68–75.

Analyzes various laws in the Soviet Union on the teaching of religion, which provide answers to the following questions: "Is it legal in the Soviet Union to teach religion, to teach the Bible? And, if so, what are the limitations prescribed by Soviet law?"

See also nos. 14, 20, 45, 95, 166, 197, 259, 268, 280, 281, 288, 292.

Repeaters

See no. 254.

Republics

221. CHEPELEV, V. I., ed.; JOHN WEIR and OLENA MARKO-SUVOROVA, transls. *Public Education in the Ukrainian S.S.R.* Kiev: "Radyanska Shkola" Publishing House, 1970. 187 pp.

Chapter headings as follows: Public Education in the Ukraine on the Eve of the Great October Socialist Revolution, General Secondary Labour and Polytechnical Schools, The Social Upbringing of Children (Preschool education; Children's boarding-school establishments; School, family, and community ties in the upbringing of children), Children's Extra-Scholastic Establishments, Adult General Education, Vocational Technical Education, Higher and Secondary Special Education, The Development of Pedagogical Science.

222. KOLASKY, JOHN. *Education in Soviet Ukraine*. Toronto: Peter Martin Associates, Limited, 1968. 238 pp.

Discusses the "national question" in the Ukraine; elementary, secondary, and higher education; and the study of languages. Statistical information is included.

223. Ministry of Education of the Byelorussian Soviet Socialist Republic. *Development of Public Education in the Byelorussian SSR in the 1972–73 School Year*. Minsk: The Ministry, 1973. pp. 19–32.

This report, submitted to the Thirty-Fourth International Conference on Public Education, held in Geneva, Switzerland, in September 1973, includes the following subject headings: Supervision of Public Education, Development of Education, Improvement of the Content of Education, Increase in the Public Educational Activities, Work with Pedagogical Personnel, Extra-class and Extra-school Work, International Relations.

224. Ministry of Public Education of the Ukrainian SSR. *Progress of Public Education in the Ukrainian SSR 1972–1973 School Year.* Kiev: The Ministry, 1973. pp. 67–97.

This report, submitted to the Thirty-Fourth International Conference on Education, held in Geneva, Switzerland, in September 1973, describes the activities of the Ukrainian Ministry of Education; the development of education in the Ukrainian Republic; the structure and organization of teaching methods, curriculums, and textbooks; teacher education; school construction and equipment of study rooms and workshops; the state of preschool education; extramural educational work; physical education; the school and pedagogical science at the modern stage of development; and the international cultural, educational, and scientific cooperation between the Republic and other countries and various international organizations.

See also nos. 1, 2, 3, 14, 21, 25, 26, 28, 33, 34, 35, 40, 43, 51, 54, 56, 57, 62, 69, 71, 72, 73, 74, 80, 81, 85, 91, 95, 99, 100, 101, 103, 104, 108, 109, 135, 138, 141, 143, 146, 155, 162, 163, 164, 166, 173, 174, 175, 202, 205, 212, 215, 226, 241, 250, 251, 253, 259, 261, 265, 267, 268, 269, 280, 288, 291, 292, 293, 297, 301, 302, 303, 307, 308, 322, 324, 327, 332, 335, 338, 339, 341, 342, 346.

Research

225. Meredith, Howard V. "Body Size of Contemporary Groups of Preschool Children Studied in Different Parts of the World." *Child Development:* 39, no. 2, June 1968. pp. 335–77.

Information on children from the USSR is included in this sample study, conducted between 1950 and 1960, on 4-year-old children.

226. Yanowitch, Murray, and Norton T. Dodge. "The Social Evaluation of Occupations in the Soviet Union." *Slavic Review:* 28, no. 4, December 1969. pp. 619–43.

"There have been essentially three kinds of occupational attitude studies in Soviet Russia: (1) the rating and rank-ordering of occupations by secondary school graduating students according to their general 'attractiveness' (*privlekatel'nost'*); (2) surveys to determine the occupations that parents of secondary school students find most desirable for their children; and (3) studies of the occupational plans of the students themselves. . . ." Article analyzes these studies, which "provide invaluable information on some aspects of social stratification in Soviet society."

See also nos. 1, 3, 6, 11, 14, 20, 21, 31, 33, 51, 56, 57, 58, 59, 65, 66, 70, 73, 74, 76, 84, 91, 95, 100, 108, 109, 125, 126, 135, 137, 138, 139, 141, 150, 154, 174, 175, 183, 185, 195, 205, 214, 215, 221, 223, 224, 227, 228, 229, 231, 232, 233, 234, 235, 236, 237, 246, 247, 251, 253, 256, 258, 259, 265, 268, 269, 271, 280, 285, 288, 295, 298, 302, 303, 306, 309, 315, 317, 324, 325, 328, 338, 339.

Research and Development

227. AMANN, RONALD. "The Soviet Research and Development System: The Pressures of Academic Tradition and Rapid Industrialisation." *Minerva:* VIII, no. 2, April 1970. pp. 217–41.

Includes information on the organizational structure and central planning of and the impact of the Soviet scientific community on Soviet research and development; the three tasks of science policy and the impact of Soviet conditions; application of research and development results in production and favorable and unfavorable factors in the development and introduction of new products and processes; and reforms introduced to correct some of the major weaknesses characteristic of the system in the early 1960's.

228. KOROL, ALEXANDER. *Soviet Research and Development: Its Organization, Personnel, and Funds* (A Study Sponsored by the Office of Economic and Manpower Studies, National Science Foundation). Cambridge, Mass.: The M.I.T. Press, 1965. 375 pp.

"This volume surveys the background and development . . . of the Soviet research and development establishment and analyzes Soviet published data on the scale and the rate of growth of the research and development effort, the number of institutions, the size and composition of the scientific labor force involved, and the research and development budget. . . ."

229. KOZLOWSKI, JOSEPH P. "R&D in the USSR." *Science and Technology,* March 1969. pp. 10–19.

"The author clearly delineates problems besetting Soviet R&D, but he also points to future solutions and rather ominous implications for the free world. . . ."

See also nos. 59, 66, 73, 95, 154, 205, 251, 253, 278, 280, 288, 339.

Scholarships

See nos. 95, 265, 269, 280, 303, 323, 324, 338.

Schools for Rural Youth

See nos. 4, 26, 51, 56, 80, 95, 98, 104, 174, 212, 223, 250, 253, 267, 268, 269, 280, 323, 328, 332, 338.

Schools for Working Youth

See nos. 4, 5, 26, 56, 80, 89, 95, 98, 104, 174, 223, 250, 253, 268, 269, 280, 282, 328, 332.

Science Education

230. ROMEY, WILLIAM D. "A Soviet Experiment in Science Education." *Science Teacher:* 35, no. 1, January 1968. pp. 43–45.

Article is based on author's visit during April 1967 to a new experimental science high school (the Physics-Mathematics-Chemistry Boarding School) attached to the Novosibirsk State University in the USSR.

See also nos. 19, 51, 60, 73, 74, 95, 195, 228, 231, 256, 259, 268, 278, 280, 281, 285, 288, 306, 307, 339.

Science Policies

231. Gill, Richard Rockingham. "Problems of Decision Making in Soviet Science Policy." *Minerva:* V, no. 2, winter 1967. pp. 198–208.

Discusses the development of research problems created by the growth of research, efforts to improve coordination of scientific research, financial expenditures on research, and the status of scientists.

232. Kapitza, Peter L. "Problems of Soviet Scientific Policy." *Minerva:* IV, no. 3, spring 1966, pp. 391–97.

In this article, based on an address to a general meeting of the Academy of Sciences of the USSR, the author lists and discusses six conditions that "are essential for the successful application of scientific and technological discoveries in industry" and draws a comparison between Soviet and U.S. scientific policies.

233. _____. "The Scientist and the Plans." *Minerva:* IV. no. 4, summer 1966. pp. 555–60.

Discusses ways in which scientists' work may be influenced in order to raise the efficiency of their research efforts.

234. Lisichkin, S. "Scientific Policy in the USSR." *Minerva:* V, no. 3, spring 1967. pp. 387–90.

Discusses the "shortcoming" in the organization of scientific research and offers suggestions for improvement.

235. "Some Problems of Scientific Policy in the Soviet Union." *Minerva:* IV, no. 2, winter 1966. pp. 215–18.

Leading article in *Pravda*, 213 (17, 165). Aug. 1, 1965, on the rapid growth of the network of academic organizations from 1958 to 1964; some of the problems created by this rapid expansion, e.g., lack of sufficient scientific staff and modern scientific equipment; and means that could be developed to help solve the problems.

236. Trapeznikov, V. "Scientific Policy in the USSR: The Efficiency of Science in the Soviet Union." *Minerva:* V, no. 4, summer 1967. pp. 546–52.

Discusses research problems and suggests three stages by which technological innovation might be accelerated.

See also nos. 14, 51, 60, 73, 74, 95, 195, 205, 227, 229, 256, 259, 268, 278, 280, 281, 284, 285, 306, 339.

Sciences, Development of

237. Dobrov, G. M. "Predicting the Development of Science." *Minerva:* IV, no. 2, winter, 1966, pp. 218–30.

"This article attempts to describe certain methodological problems involved in the prediction of the future course of development of the natural and technological sciences. Special attention is paid to the use of mathematical methods in generalizing the historical experience of the development of science and in making predictions about its future."

See also nos. 280, 284.

Secondary Education

238. Cheselka, Andrew. "The Secondary School Graduate Explosion in the USSR, June 1966." *Comparative Education Review:* XII, no. 1, February 1968. pp. 76–79.

Discusses the reasons for the increase in graduates from secondary schools in 1966 as compared with 1965, and problems with which Soviet authorities were faced in trying to accommodate students who planned to continue their education after completing secondary schooling.

239. Grant, Nigel. "Recent Changes in Soviet Secondary Schools." *International Review of Education:* 11, no. 2, 1965. pp. 129–42.

Information on the principal kinds of secondary schools; i.e., secondary polytechnical, specialized, vocational-technical, external, and special. Curriculums are given for secondary polytechnical schools before and after the 1964 reforms and for the 8-year school for August 1964.

240. Havighurst, Robert J. "Middle Schooling in the Soviet Union." *Comparative Perspectives on Education* (See item 30). pp. 49–54.

Describes the development of secondary education; the secondary school reforms of 1958 and the consequences of the reforms; and the changes in secondary education in 1964.

See also nos. 3, 4, 17, 23, 24, 35, 38, 40, 42, 46, 47, 50, 55, 56, 60, 62, 63, 73, 74, 76, 80, 82, 84, 85, 91, 95, 98, 104, 111, 115, 116, 125, 132, 154, 157, 158, 162, 163, 166, 174, 193, 205, 221, 222, 223, 224, 230, 241, 243, 244, 251, 253, 254, 255, 258, 259, 264, 265, 267, 268, 269, 271, 280, 288, 292, 293, 294, 300, 302, 303, 307, 312, 318, 322, 323, 324, 325, 327, 328, 332, 337, 338, 339, 340, 345, 346.

Secondary General Education

See nos. 3, 17, 23, 35, 36, 46, 47, 50, 55, 56, 60, 73, 74, 84, 91, 95, 104, 154, 162, 174, 205, 221, 222, 223, 224, 243, 250, 251, 253, 259, 265, 267, 268, 269, 280, 288, 322, 324, 327, 328, 332, 338.

Secondary Specialized Education

See nos. 3, 17, 23, 35, 46, 47, 50, 55, 56, 60, 73, 74, 84, 91, 95, 104, 154, 155, 156, 158, 173, 174, 205, 221, 222, 223, 224, 230, 239, 243, 250, 251, 253, 259, 265, 267, 268, 269, 280, 288, 301, 302, 303, 304, 306, 322, 324, 325, 327, 328, 331, 332, 334, 338, 339, 341, 346.

Seven-Year Schools

See nos. 35, 56, 95, 205, 259, 330, 338.

Social Change

241. Brackett, James W., and John W. De Pauw. "Population Policy and Demographic Trends in the Soviet Union." *New Directions in the Soviet Economy, Part III: The Human Resources* (See item 252). pp. 593–702.

Some of the topics covered are early Marxist theories of population, developments in Soviet population theories, population growth during the 1950's and 1960's, projections for population growth to 1985, age-sex composition of the population, population changes from 1959 through 1965, preschool- and school-age population, and ethnic composition of the population of the Soviet Union. The appendix tables provide various statistical data.

242. Geiger, H. Kent. *The Family in Soviet Russia*. Cambridge, Mass.: Harvard University Press, 1968. 381 pp.

The "two forces" which "provide the central focus" of this study are "the profound and rapid pace of social change that the Soviet Union experienced after 1917 and the ideological imperative that shaped official policy toward the family. . . ." The author "gives ample attention to communist ideology, government policy, and institutional response, yet does not neglect the meaning of these processes for the individual family member. . . ."

243. Kuzin, N. P. "The Socialist Revolution and Education." *Education in the USSR* (See item 333). pp. 5–23.

Describes the factors that brought about the Soviet social revolution; the development of education; the principles on which the Soviet educational system is based; the administration, financing, and organization of education; and all levels and types of the educational structure.

See also nos. 23, 25, 28, 33, 35, 45, 57, 62, 63, 68, 69, 70, 74, 95, 107, 129, 132, 133, 135, 148, 149, 166, 185, 204, 205, 221, 222, 223, 227, 245, 246, 248, 249, 253, 256, 257, 260, 262, 268, 280, 281, 288, 289, 292, 295, 296, 317, 332, 338, 339, 342.

Social Education

See nos. 221, 315.

Social Sciences, Teaching of

244. *Social Science in Soviet Secondary Schools: Syllabus of the New Course.* OE–14124. U.S. Department of Health, Education, and Welfare, Office of Education. Washington: U.S. Government Printing Office, 1966. 23 pp.

"Part I of the report provides a brief background on the development of the course, its aims and political significance, and requirements for the ideological indoctrination of teachers. Part II presents the English translation of the original text of the course syllabus as published by the Soviet government."

245. "You Can Change 'Human Nature'." *The Soviet System in Theory and Practice* (See item 336). pp. 295–97.

This article "is a condensation from the official textbook (G. H. Shakhnazarov, ed., *Social Sciences,* translated in and reprinted from *Soviet Weekly,* May 2, 1963, p. 8) used in a social science course in Soviet schools. Marxism has *scientifically* proved, the authors of the textbook proclaim and the Soviet students learn, that once the economic and political conditions are ripe . . . man *can* be perfected."

See also nos. 25, 26, 73, 82, 115, 117, 151, 228, 258, 268, 280, 307, 330, 334.

Sociology

246. KATZ, ZEV. "Sociology in the Soviet Union." *Problems of Communism:* XX, no. 3, May–June 1971. pp. 22–40.

Discusses the development of sociology, during the past decade and a half, as one of the most active fields of scientific inquiry and the reasons for its development; surveys the institutions engaged in sociological research, the principal areas of study, and some of the findings; and assesses the broader implications which the development of sociology may have on the future evolution of Soviet society.

See also nos. 23, 25, 26, 35, 57, 68, 69, 70, 95, 107, 132, 185, 197, 221, 222, 241, 242, 245, 268, 280, 281, 288, 292, 295, 296, 317.

Sociology of Education

247. RUTKEVICH, M. N., ed., and MURRAY YANOWITCH, ed. and transl. *The Career Plans of Youth.* White Plains, N.Y.: International Arts and Sciences Press, 1969. 158 pp.

Information on studies in the sociology of education carried out during 1963–65 by the Philosophy Department and the Sociological Laboratory of the Ural State University in Sverdlovsk. The investiga-

tions were focused primarily on the educational expectations and career plans of students attending secondary schools in the major industrial cities of the Urals.

See also nos. 54, 70, 74, 215, 256, 265, 317.

Soviet Agriculture

248. ADAMS, ARTHUR E. "Educated Specialists and Change in Soviet Agriculture." *Papers in International and World Affairs* (1968 Series, January, no. 1). East Lansing, Mich.: Michigan State University International Programs. pp. 1–10. (Reprinted from *Agricultural History:* XI, no. 1, January 1966, University of California Press)

Article "describes the principal quantitative changes in the body of specialists working in agriculture . . . and suggests some hypotheses about the effects these changes may be having and may expect to have in the future. . . ." Tables give numbers of agricultural specialists with higher or specialized secondary education employed in the national economy, in agriculture, on collective and state farms, and in auxiliary establishments from 1941 through 1963; the percentage of managerial and specialist positions on farms filled by trained specialists during 1963 and 1964; and information on various types of programs available for agricultural education and training.

See also nos. 118, 197, 205, 253, 280.

Soviet Economy

249. DOBB, MAURICE. *Soviet Economic Development Since 1917.* New York: International Publishers, 1966. 515 pp.

Includes information on education; e.g., on factory schools, vocational-technical training, and related information pertaining to training for the development of the economy.

250. HOFFBERG, GEORGE. *Wages in the U.S.S.R., 1950–1967: Education* (International Population Reports, Series P–95, No. 66). Washington: U.S. Department of Commerce, Bureau of the Census, April 1969. 60 pp.

"This report . . . describes briefly the scope of activities and administrative structure of the education sector, discusses the level and composition of employment, outlines the wage payment system, and presents data on wages in the sector during the years 1950–67. . . ."

251. NASH, EDMUND. "Recent Changes in Labor Controls in the Soviet Union." *New Directions in the Soviet Economy, Part III: The Human Resources* (See item 252). pp. 849–71.

Includes information on education and its use in manpower planning and the labor force.

252. *New Directions in the Soviet Economy, Part III: The Human*

Resources (Studies Prepared for the Subcommittee on Foreign Economic Policy of the Joint Economic Committee of the Congress of the United States). Washington: U.S. Government Printing Office, 1966. pp. 593–871.

For annotation, see items 73, 154, 155, 241, 251.

253. Nove Alec. *An Economic History of the U.S.S.R.* London: Allen Lane, The Penguin Press, 1969. 416 pp.

Includes information on education; e.g., numbers of students in secondary schools in 1928–29 and 1933–34 (p. 196), information on secondary general and technical education, and the total numbers of students ages 15–18 during the 1940–41, 1955–56, 1958–59, and 1965–66 school years (pp. 350–51).

See also nos. 14, 19, 26, 35, 46, 47, 54, 60, 66, 73, 75, 78, 80, 81, 101, 106, 115, 118, 129, 130, 132, 133, 154, 155, 156, 188, 190, 192, 205, 209, 223, 241, 248, 265, 269, 278, 280, 281, 282, 306, 331, 338, 339, 343, 346.

Soviet Education

254. Ablin, Fred, ed. *Contemporary Soviet Education: A Collection of Readings from Soviet Journals.* White Plains, N.Y.: International Arts and Sciences Press, Inc., 1969. 295 pp.

The translated articles are included under the following major headings: Soviet Youth, Educational Psychology, Preschool Education, Elementary Education, Secondary Education, Higher Education, Grade Repeating, Mathematics Education, Genetics Education, Programmed Instruction, Communist Upbringing, Economics of Education, Statistics.

255. American Association of School Administrators. *Schools in the Soviet.* Washington: The Association, 1965. 72 pp.

This report of a 1964 International Field Study Mission by School Administrators to the USSR includes sections on communist philosophy and goals of education; preschool, elementary, and secondary education; boarding schools; polytechnical education; technical and vocational schools; higher education institutions; the Academy of Pedagogical Sciences; the Teachers' Trade Union; the International Friendship House in Moscow and the House of Teachers in Leningrad; Pioneer camps and palaces; and sports clubs and facilities.

256. Anweiler, Oskar. "The Mutual Impact of Soviet and World Education." H. B. Wernecke, transl. *School and Society:* 100, no. 2338, January 1972. pp. 48–54.

Author examines the factors leading to the educational position that the Soviet Union has achieved internationally. Subject headings are: Regional Influences and Historical Developments, Influences of the Education Theories of the Revolution and A. S. Makarenko,

Soviet Criticism of Western Educational Theories, International Debit and Credit of Soviet Education.

257. AZRAEL, JEREMY R. "Fifty Years of Soviet Education." *Survey: A Journal of Soviet and East European Studies:* no. 64, July 1967. pp. 45–60.

Reviews the development of Soviet education after the Bolshevik Revolution, and the changes in and development of Soviet education during the Stalin, Khrushchev, and Brezhnev-Kosygin eras.

258. BRATCHER, JOHN V. "The New Soviet Education." *The Social Studies:* LXI, no. 4, April 1970. pp. 158–62.

Analyzes the All-Union Congress of Teachers, held in Moscow July 2–4, 1968. Of primary concern to the Congress were problems anticipated in making the transition to universal (10-year) secondary education. The Congress also discussed plans for Party organizations to take a more active role in school activities, the need for improving the administration and leadership in the schools, plans which have been made in the field of higher education, and measures adopted by the Academy of Sciences for improving organization and financing of scientific research in the social sciences.

259. BRICKMAN, WILLIAM W. "Chronological Outline of Soviet Education." *School and Society:* 100, no. 2341, April 1972. pp. 253–59.

Lists items from 1917 through 1971. These include dates of education decrees, Communist Party Congresses, founding of various universities and youth organizations, and numerous other events that affected Soviet education.

260. _____. "Half-Century of Soviet Education." *School and Society:* 95, no. 2297, Nov. 25, 1967. p. 437.

Outlines the development of Soviet education from 1917 to 1967.

261. BRICKMAN, WLLIAM W., ed. "Soviet Education: Revolution to Evolution." *School and Society:* 95, no. 2297, Nov. 25, 1967. pp. 437–74.

For annotation, see items 67, 102, 134, 138, 260, 262, 270, 271, 301.

262. CHABE, ALEXANDER M. "Evaluating Soviet Education." *The Education Digest:* 33, no. 7, March 1968. pp. 29–31, and *School and Society:* 95, no. 2297, Nov. 25, 1967. pp. 458–61.

"Extended and repeated observations of Soviet schools and society enable the writer to reach the conclusion that, rather than educating, the Soviet schools are instructing, training, informing selectively, and indoctrinating. . . . Even though the Americans presently are winning the 'Cold War of the Classroom,' the Soviet potential for educational achievement should not be underestimated. Considering past behavior . . . the Soviets will not rest on their laurels, but will continue to exert strong educational efforts in attempting to catch up and surpass the United States."

263. _____. "Soviet Education Faces the '70's." *Education Leadership:* 27, no. 7, April 1970. pp. 678–82.

Discusses the ideal and real aims of Soviet education, educational problems, and new trends in Soviet education.

264. _____. "Soviet Public School and Organization Enrollments." *Peabody Journal of Education:* 47, no. 5, March 1970. pp. 290–98.

"The purpose of this study is two-fold: (1) to examine the functioning organizational structure of Soviet public education in relation to the flow of educational manpower, and (2) to measure the quantitative effort of Soviet public education, making general comparison with the American educational endeavor. . . ."

265. LANE, GEORGE B., ed. *Impressions of Soviet Education: A Second Look* (A Report of the Educational Staff Seminar Study Tour November 16–30, 1972). Washington: Educational Staff Seminar/The George Washington University/Institute for Educational Leadership. 98 pp.

Chapter headings as follows: I, The Soviet Scene; II, Early Childhood and Preschool Education; III, Elementary and Secondary Education; IV, Higher Education, Adult Education, and Research; V, Teacher Training; VI, Scientific and Educational Information Dissemination; VII, Perspectives on Soviet Health; VIII, Summing Up—Soviet Lessons for American Education.

266. MOOS, ELIZABETH. *Soviet Education: Achievements and Goals.* New York: National Council of American-Soviet Friendship, 1967. 127 pp.

Chapter I outlines educational developments from 1917 to 1967; chapters II through XI describe the educational system of 1967 under the following headings: preschools; general schools; technicums and trade schools; special schools; administration and finance; youth organizations; moral education, school discipline, and delinquency; teacher training; higher education; and adult education.

267. _____. *Soviet Education 1970* (A Supplement to *Soviet Education: Achievements and Goals*). New York: National Council of American-Soviet Friendship, 1970. 63 pp.

In this publication, based on her visit to various schools in several cities of the USSR during October 1969, the author describes new developments in Soviet education at all levels. The appendix includes information on boarding schools and special schools, a curriculum table for the 10-year general schools, and educational statistics.

268. PENNAR, JAAN; IVAN I. BAKALO; and GEORGE Z. F. BEREDAY. *Modernization and Diversity in Soviet Education with Special Reference to Nationality Groups* (Praeger Special Studies in International Economics and Development). New York: Praeger Publishers, 1971. 395 pp.

Part I, "Development Themes in Soviet Education," discusses educa-

tion in prerevolutionary Russia, education under the Soviet regime, and special Party concerns with education. Part II, "Modernization of Soviet Schools in Different Regions," includes chapters, for example, on Soviet national policy and education, education in the various Republics, and the cultural and educational position of the Jews.

269. ROSEN, SEYMOUR M. *Significant Aspects of Soviet Education.* OE–14112. U.S. Department of Health, Education, and Welfare, Office of Education. Washington: U.S. Government Printing Office, 1965. 23 pp.

"This paper is intended as a brief overall view of the Soviet education system, and of some elements of that system about which U.S. education officials have expressed particular interest. An *Addendum* provides relevant information on the 1964 revisions of the Soviet education reform measures of 1958, and the effects particularly of vocational training as part of general education. . . ."

270. SCHLESINGER, INA. "Soviet Education, 1957–67." *School and Society:* 95, no. 2297, Nov. 25, 1967. pp. 444–48.

Discusses the factors leading to the 1958 education reform, the difficulties encountered by the 1958 reform, and the reforms of the 1960's.

271. _____. "Soviet Education in 1966." *School and Society:* 95, no. 2297, Nov. 25, 1967. pp. 448–50.

Information on changes in secondary schooling, polytechnical education, curriculums, textbooks, upbringing, extracurricular work, pedagogical research and plans for future research in pedagogical theory, and higher education.

272. SHNEIDMAN, N. N. *Literature and Ideology in Soviet Education.* Lexington, Mass.: Lexington Books/D. C. Heath, 1973. 209 pp.

See also nos. 9, 10, 11, 14, 19, 35, 40, 45, 46, 47, 50, 66, 70, 71, 72, 73, 74, 75, 78, 80, 81, 84, 91, 96, 97, 98, 102, 111, 115, 132, 134, 151, 154, 160, 181, 186, 188, 189, 190, 192, 193, 197, 201, 204, 205, 215, 249, 251, 273, 274, 275, 276, 277, 278, 279, 280, 281, 286, 294, 317, 322, 324, 325, 327, 332, 338, 339, 346.

Soviet Education, Teaching About

273. BRICKMAN, WILLIAM W., ed. *Comparative Education: Concept, Research, and Application* (Proceedings of the Conferences on Comparative Education held at New York University during 1954–59). Norwood, Pa.: Norwood Editions, 1973. pp. 219–41.

For annotation, see items 274, 275, 276, 278, 279, 281.

274. BRICKMAN, WILLIAM W. "A Course on Soviet Education." *Comparative Education: Concept, Research, and Application* (See item 273). pp. 240–41.

Author describes the course, inaugurated by him in February 1958 at New York University, and "devoted exclusively to the school system of Soviet Russia. . . . The scope of this course was comprehensive, so as to furnish each student . . . with a full picture of contemporary Soviet education in relation to its historical background. . . ."

275. _____. "Report on New York University's Fifth Annual Conference on Comparative Education." *Comparative Education: Concept, Research, and Application* (See item 273). p. 220.

"The interest on the part of American educators in the Soviet school system rose sharply in October 1957, after the appearance of Sputnik. It was, therefore, only natural for specialists in comparative education to become concerned as to the accuracy of the information on Soviet education which was being given to the pedagogical profession and to the general public. This was the background for the decision to devote the Fifth Annual Conference on Comparative Education to the theme, "Teaching about Soviet Education." See pp. 221–41 on papers presented at the Conference, held Apr. 25, 1958.

276. Burnett, Joe R. "Soviet Education in Education Courses." *Comparative Education: Concept, Research, and Application* (See Item 273). pp. 237–40.

"This paper suggests some ways by which facts about Soviet education can be introduced effectively into education courses in America. . . ." Two "ideal types" of teaching approaches are described and analyzed: The "internal systems" approach, which "deals in a systematic and intensive fashion with a culture's educational theory, policy, or practice largely in isolation from comparative problems" and the "comparative problems" approach, which "represents the study of the way in which various cultures deal with a certain number of similar educational problems and concepts."

277. Gombar, William. "Why Know Russian Education?" *Education:* 89, no. 4, April–May 1969. pp. 371–72.

"Russian education is authoritarian both in theory and practice, but it contains several features worthy of study." Subject headings are: Russian Education Authoritarian, Objectives of Russian Education, Some Positive Features of Russian Education.

278. London, Ivan D. "Evaluation of Some Current Literature About Soviet Education." *Comparative Education: Concept, Research, and Application* (See item 273). pp. 3[illegible]7–34.

Author reviews Nicholas DeWitt's *Soviet Professional Manpower: Its Education, Training, and Supply* (Washington: National Science Foundation, 1955, 400 pp.), and Alexander G. Korol's *Soviet Education for Science and Technology* (Cambridge, Mass./New York: The Technology Press/John Wiley and Sons, Inc., 1957, 513 pp.).

279. Read, Gerald. "Soviet Education in a Course on Comparative Education." *Comparative Education: Concept, Research, and Application* (See item 273). pp. 234–37.

The author gives his conception of how Soviet education should be treated in a course on comparative education. He lists seven objectives that he has formulated to assist him "in selecting the content that is to go into the course, in determining its organization, in guiding the teaching methods, and in evaluating the outcomes of instruction."

280. Rosen, Seymour M. *Education and Modernization in the USSR.* Reading, Mass.: Addison-Wesley Publishing Company, 1971. 234 pp.

Publication is designed for use in undergraduate and graduate survey courses on Soviet education and for supplementary use in courses in comparative and international education and Communist area studies programs. Highlights include a survey and analysis of the development of Russian and Soviet education; information on the three major periods in Soviet education, i.e., the experimental period of the 1920's, conservative period (1930's to 1950's), and the polytechnical period (1950's to 1970's); a description of the education structure (all levels and types); information on the Academy of Sciences and the Academy of Pedagogical Sciences; and appendixes that provide various statistical information and a curriculum of the general elementary-secondary (10-year) schools.

281. Woody, Thomas. "The Significance of Knowing About Soviet Education." *Comparative Education: Concept, Research, and Application* (See item 273). pp. 221–27.

The author states that "comparative education, or foreign education, needs always to be viewed as the present moment emerging out of the past and moving swiftly into it. . . . The assumption, here, is that the present moment . . . cannot be understood save in the context of history. . . . ." Article describes the economic, educational, political, religious, and social developments in Soviet life from the Tsarist Revolution into the 1950's.

Soviet Industry

282. Vasilyev, Alexander A. "Modern Methods of Training in Soviet Industry." *The World Year Book of Education, 1968: Education Within Industry* (See item 347). pp. 136–54.

Describes the development of the system of training labor forces, various labor categories, and differentiation in training. A curriculum for the specialty "The Working of Metals by Cutting," statistical tables, and other tables; e.g., kinds and methods of in-plant training, are included.

See also nos. 60, 66, 73, 106, 205, 251, 265, 331, 339.

Soviet Philosophy

283. EAMES, S. MORRIS. "The Opening Door of Soviet Philosophy." *Educational Theory:* XV, no. 2, April 1965, pp. 105–11, 134.

Information on the author's visit to the Soviet Union in June 1964, in the interest of research, to discuss with Soviet philosophers innovations or new interpretations of the basic doctrines of Marx, Engels, and Lenin.

See also nos. 18, 26, 28, 33, 45, 47, 54, 66, 70, 73, 74, 90, 95, 102, 106, 115, 117, 130, 132, 133, 134, 160, 162, 166, 167, 175, 204, 205, 206, 215, 222, 227, 241, 242, 245, 248, 251, 253, 255, 256, 257, 259, 262, 265, 280, 281, 285, 295, 317, 324, 332.

Soviet Psychology

See nos. 62, 183.

Soviet Science

284. GRAHAM, LOREN. "Science in Russia: Foreign and Domestic Influences." *Comparative Education Review:* XII, no. 3, October 1968, pp. 227–47.

This article, reprinted from *The Soviet Academy of Sciences and the Communist Party, 1927–1932,* discusses the development and characteristics of Russian science, the Imperial Academy of Sciences (later to become the Academy of Sciences), and the effects of the revolution on the Academy and its members. Information is given particularly on Sergei F. Ol'denburg, permanent Secretary of the Academy and one of the leading personalities in its affairs.

285. VARDY, ALEXANDER. "Party Control Over Soviet Science." *Studies on the Soviet Union:* X, no. 1, 1970, pp. 52–60.

Analyzes some of the comments made by USSR scientists regarding the effect of Lenin's theory on Soviet science in the spheres of the humanities and the medical, natural, and social sciences.

See also nos. 1, 10, 14, 54, 73, 74, 95, 107, 119, 181, 186, 192, 205, 221, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 256, 259, 268, 278, 280, 281, 288, 339, 343.

Soviet Society

286. CHABE, ALEXANDER M. "Soviet Society Under the 'Bourgeois' Microscope." *Fredonia Forum:* summer 1969, pp. 6–8.

Includes information on education.

287. MOSLEY, PHILIP E. *The Soviet Union Since Khrushchev* (Headline Series No. 175). February 1966. New York: Foreign Policy Assoc., Inc. 79 pp.

See pp. 37–40 on education policies and reforms.

288. SALISBURY, HARRISON E., ed. *The Soviet Union: The Fifty Years.* New York: Harcourt, Brace & World, Inc., 1967. 484 pp.

Survey covers the period from 1917 to 1967 and includes chapters on the history and development of education; education reforms; preschool, elementary, secondary, and higher education; polytechnical education; science education; special schools; art, ballet, and music schools; and physical education and sports.

289. SCHWARZ, SOLOMON M. "Education and the Working Class: Expansion and Advance." *Survey: A Journal of Soviet and East European Studies:* no. 65, October 1967. pp. 15–34.

Information on the development of general, professional, and technical education; statistical data on the literacy of the population between the ages of 9 and 49 for the years 1897, 1926, 1939, and 1959; and the educational level of workers between the ages of 20 and 59 based on the 1959 census.

See also nos. 14, 18, 23, 24, 26, 28, 33, 35, 45, 47, 54, 62, 66, 70, 71, 73, 81, 87, 90, 95, 97, 98, 101, 107, 129, 130, 132, 133, 149, 160, 162, 166, 169, 175, 181, 185, 186, 189, 192, 197, 201, 204, 205, 206, 209, 212, 215, 222, 226, 227, 241, 242, 245, 246, 248, 249, 251, 255, 256, 257, 259, 262, 265, 269, 278, 280, 281, 295, 317, 319, 320, 324, 332, 335, 339, 344.

Soviet Sociology

See no. 185.

Soviet Studies

See nos. 71, 87, 96, 128, 141, 142, 185, 190, 226, 273, 274, 275, 276, 279, 280, 289.

Soviet Technology

See nos. 14, 19, 35, 54, 59, 60, 66, 73, 75, 107, 205, 209, 235, 236, 251, 265, 280, 282, 306, 308, 309, 339.

Soviet Union, Teaching About the

290. ANDERSON, RANDALL C. "An Inquiry-Oriented Approach for Studying the Soviet Human Condition." *Social Education:* 31, no. 8, December 1967. pp. 715–19.

Author suggests techniques social studies teachers in the United States might use as a guide when teaching about the USSR; e.g., when teaching about communism in general and Soviet society in particular, discussing and evaluating personal or individual freedom in the USSR, and comparing living standards in the USSR with those in the United States.

291. Braham, Randolph L., ed. *Soviet Politics and Government: A Reader*. New York: Alfred A. Knopf, 1965. 615 pp.

Includes information on education, libraries, literacy rates, and youth organizations.

292. Hazard, John N. *The Soviet System of Government*. Chicago: The University of Chicago Press, 1968. 275 pp.

Includes information on education and on communist organizations for children and youth. Appendix gives the Constitution of the USSR as amended to Nov. 7, 1967.

293. Meyer, Alfred G. *The Soviet Political System: An Interpretation*. New York: Random House, 1965. 494 pp.

Includes sections on education, schools, student government, teachers, youth, and youth organizations.

294. Miller, Richard I. *Teaching about Communism*. New York: McGraw-Hill Book Company, 1966. 355 pp.

For information on education in the USSR, see pp. 77–83.

See also nos. 16, 71, 273, 274, 275, 276, 279, 280, 281.

Soviet Youth

295. Arkhipenko, A., and B. Korolev. *Youth of the Soviet Land*. Moscow: Academy of Pedagogical Sciences, n.d., 90 pp.

Discusses the paths available to young people in helping them to prepare for a profession or career, results of a questionnaire prepared by the Academy of Sciences of the USSR and presented to students and young factory and office workers regarding their "purpose in life," the relationship of youth to the older generation, and the role of young people in the home and in society.

296. Kassof, Allen. *The Soviet Youth Program: Regimentation and Rebellion* (Russian Research Center Studies (49)). Cambridge, Mass.: Harvard University Press, 1965. 206 pp.

Discusses the "four principal purposes of the youth program—political control, social transformation, psychological reconstruction, and the formalization of youth institutions," and some of the problems that develop because of the gap between what the program intends to accomplish and what it actually does accomplish.

297. Levin, Diana. *Leisure and Pleasure of Soviet Children*. London: MacGibbon and Kee, Ltd., 1966. 131 pp.

Based on the author's visit to nine Republics in the USSR, the publication describes provisions made by schools for leisure-time activities of pupils, youth "palaces" and district clubs for Pioneers and other school children, cultural and sports activities, holiday and winter camps, artistic education, and centers for youth interested in natural sciences; e.g., agriculture, biology.

See also nos. 8, 18, 19, 23, 24, 49, 70, 90, 95, 119, 128, 129, 130, 160, 162, 167, 168, 169, 190, 192, 205, 215, 223, 226, 251, 254, 255, 259, 262, 265, 268, 269, 280, 288, 292, 293, 317, 319, 320, 322, 324, 339.

Special Education

298. LUBOVSKY, V. I. "Special Education." *Education in the USSR* (See item 333). pp. 93–105.

Information on the types of schools and institutions available for the education of the handicapped; teaching methods and media in special education; training of special education teachers; and scientific research work in special education being carried out by, for example, the Scientific Research Institute of Defectology of the Academy of Pedagogical Sciences of the USSR.

See also nos. 3, 17, 19, 74, 95, 157, 158, 193, 205, 215, 217, 221, 239, 243, 250, 259, 265, 266, 267, 268, 280, 288, 332.

Specialized Education

299. TSAREV, MIKAIL. "The Education of Technicians in the USSR." *Educational Theatre Journal:* 20, no. 2A, August 1968. p. 257.

Information on admission requirements and kinds of training for the various specializations needed in theater and stage operation, directing, design, and other techniques.

See also nos. 3, 8, 17, 19, 23, 35, 40, 43, 46, 47, 51, 53, 56, 60, 62, 73, 74, 76, 84, 89, 95, 98, 99, 100, 101, 106, 147, 155, 156, 157, 158, 159, 170, 171, 172, 173, 174, 193, 202, 205, 209, 221, 224, 228, 230, 243, 248, 250, 251, 253, 256, 259, 264, 265, 268, 269, 278, 280, 282, 288, 289, 301, 303, 304, 306, 308, 310, 322, 324, 331, 332, 337, 338, 339, 341, 346.

Sports

See nos. 23, 33, 119, 162, 186, 192, 255, 265, 268, 280, 281, 288, 295, 297.

Statistics

300. BALDWIN, GODFREY. *Estimates and Projections of the Population of the U.S.S.R., by Age and Sex: 1950 to 2000* (International Population Reports Series P-91, no. 23). U.S. Department of Commerce, Bureau of Economic Analysis. Washington: U.S. Government Printing Office, March 1973. 29 pp.

Includes a table of estimated and projected population of children of kindergarten age (3 to 6 years), primary school age (7 to 14), and secondary school age (15 to 18) for the years 1950, 1955, 1960, 1965, 1970, 1975, 1980, 1985, 1990, 1995, and 2000.

See also nos. 3, 4, 18, 19, 21, 23, 24, 25, 28, 33, 35, 38, 40, 43, 44, 46,

47, 50, 51, 52, 54, 56, 60, 62, 63, 64, 65, 66, 70, 73, 74, 80, 89, 91, 92, 95, 98, 99, 100, 101, 102, 104, 106, 108, 109, 110, 118, 128, 130, 134, 135, 141, 142, 146, 150, 154, 155, 156, 160, 161, 163, 164, 166, 174, 176, 177, 178, 179, 185, 202, 205, 209, 210, 211, 212, 215, 221, 222, 223, 224, 226, 228, 230, 231, 236, 238, 240, 241, 242, 248, 249, 250, 251, 253, 254, 259, 264, 265, 267, 268, 269, 280, 282, 288, 289, 291, 292. 295, 296, 301, 302, 303, 306, 307, 308, 309, 317, 318, 322, 324, 325, 327, 328, 332, 334, 337, 338, 339, 341, 342, 343, 344, 345, 346.

Students and Politics

See nos. 129, 149, 167, 168, 169.

Teacher Education

301. Grant, Nigel. "Problems and Developments in Teacher Education in the U.S.S.R." *School and Society:* 95, no. 2297, Nov. 25, 1967. pp. 451–55.

Information on teacher training in pedagogical schools, pedagogical institutes, and universities; the various problems encountered; and methods being tried to solve some of the problems. Table 1 gives the numbers of pedagogical schools and courses, by Republics, for 1966; table 2, the number of higher and secondary specialized institutions and the numbers of students in and graduates from each, for the years 1950, 1958, 1960, 1964, 1965.

302. Il'na, T. A., and V. I. Mišin. "Teacher Training in the USSR." *International Review of Education:* XVII, no. 3, 1971. pp. 332–37.

Information on teacher education in specialized secondary schools that train teachers for kindergarten and elementary schools; higher education institutions which train secondary school teachers (teacher-training institutes, universities, and specialized institutions such as art institutes, conservatories, foreign language institutes, and physical culture institutes); evening and correspondence studies; teachers' salaries; and statistical data on numbers and kinds of teacher-training institutions, numbers of students, and numbers of graduates during the 1970–71 period.

303. Sharpes, Donald K. "Eye-Witness Report: Soviet Teacher Education." *The Journal of Teacher Education:* XXIV, no. 2, summer 1973. pp. 113–19.

Describes the administration and organization of teacher education; teacher education at pedagogical institutes, other higher education institutions, and at teacher centers where teachers return for retraining periodically; methods of stipends or scholarships; teacher placement; and education and training of specialists for educational research.

304. Zimin, P. V. "The Soviet Teacher." *Education in the USSR* (See item 333). pp. 111–19.

Teacher education in secondary pedagogical schools, pedagogical institutes, correspondence pedagogical institutes, and at specialized advanced training institutes for teachers is described.

See also nos. 3, 17, 25, 31, 53, 56, 73, 74, 95, 98, 101, 104, 114, 157, 158, 171, 174, 205, 215, 221, 223, 224, 243, 244, 255, 259, 261, 265, 266, 267, 268, 280, 288, 292, 298, 306, 308, 322, 323, 324, 327, 332, 335, 338.

Teachers

305. Lewis, Earl. "Some Russian Dirty Linen." *Phi Delta Kappan:* 48, no. 3, November 1966. pp. 116–19.

Article discusses correspondence printed in *Uchitelskaia Gazeta* (Teachers' Gazette), Mar. 15, 1966, no. 32 (5549), p. 3, and Apr. 14, 1966, no. 45 (5562), p. 2, which may provide hints of answers to these questions asked by Americans interested in Russian education: "Are Russian teachers very much like ours?" and "How good do they have it?"

See also nos. 2, 3, 17, 18, 22, 23, 24, 25, 26, 28, 49, 56, 73, 74, 80, 84, 91, 95, 98, 100, 110, 111, 132, 151, 166, 173, 174, 178, 205, 210, 211, 212, 213, 215, 216, 217, 221, 222, 223, 224, 242, 243, 244, 250, 253, 255, 258, 259, 263, 265, 268, 269, 280, 288, 293, 296, 298, 301, 302, 303, 304, 306, 308, 317, 322, 324, 325, 332, 334, 335, 338, 339, 340, 346.

Teachers' Salaries

See nos. 3, 17, 56, 73, 91, 95, 250, 265, 268, 280, 302, 303, 324, 335, 338.

Teaching Methods and Media

See nos. 3, 8, 17, 18, 19, 22, 23, 24, 25, 26, 33, 35, 40, 43, 53, 54, 56, 59, 60, 62, 73, 74, 80, 89, 95, 99, 101, 102, 106, 117, 119, 125, 127, 130, 132, 135, 137, 151, 152, 158, 159, 160, 162, 166, 171, 173, 178, 180, 183, 193, 202, 204, 205, 206, 210, 211, 212, 213, 215, 216, 217, 218, 221, 222, 223, 224, 230, 243, 244, 256, 262, 265, 267, 269, 280, 282, 294, 297, 298, 302, 303, 307, 308, 309, 310, 317, 322, 324, 325, 328, 332, 334, 338, 339, 340, 341, 346.

Technical Education

306. Shumovsky, S. A. "Case Study of Higher Technical Education in the USSR." *Qualitative Aspects of Educational Planning.* Paris: UNESCO International Institute for Educational Planning, 1969. pp. 255–68.

"The aim of this paper is to show how the quality of engineering training is being improved in the Soviet Union, where higher and specialized secondary technical education are expanding to keep pace with the rapid development of scientific research and industrial production. . . ."

See also nos. 4, 19, 24, 28, 31, 35, 40, 46, 47, 50, 51, 56, 60, 63, 73, 74, 84, 89, 91, 95, 98, 101, 103, 104, 106, 111, 154, 155, 174, 205, 221, 223, 224, 228, 239, 240, 243, 249, 250, 251, 253, 255, 259, 264, 265, 266, 267, 268, 269, 278, 280, 282, 288, 289, 299, 322, 324, 327, 328, 331, 332, 337, 338, 339, 346.

Technicums

See nos. 35, 36, 40, 56, 84, 91, 95, 98, 154, 174, 205, 228, 240, 266, 267, 268, 280, 288, 322, 328, 332, 346.

Technological Sciences

See nos. 14, 45, 59, 66, 73, 74, 75, 95, 107, 120, 205, 209, 216, 232, 235, 236, 237, 278, 280, 282, 288, 307.

Television, Teaching by

307. GUBIN, ALEKSIEJ. "Television as a Means of Extramural Instruction in the Ukraine." *Television and Further Education of Employed* (See item 311). pp. 186–90.

Describes the educational work of the two departments of the Kiev Television Studio of the Ukrainian Educational Television; i.e., the Department of Secondary Schools Programs—"School Screen," and the Department of Higher Educational Establishments Programs—"Extramural Student's Screen." Information is given, for example, on the time and days of broadcasting, the subjects taught by television, and methods of presenting television instruction.

308. KLUCHANSKI, VLADIMIR I. "Television as a Teaching Aid." *Television and Further Education of Employed* (See item 311). pp. 89–99.

Includes information on the development of school television in the USSR; the approaches used to apply television to the teaching process; the preparation of subject matter and teaching aids and materials for use in television teaching; and the use of television teaching to improve the professional knowledge of doctors, engineers, and teachers in the USSR.

309. MARKOV, BORYS. "Television as a Means of Extramural Tuition." *Television and Further Education of Employed* (See item 311). pp. 191–94.

Information on the development of educational television in the Soviet Union, the sociological investigations and experiments carried out on the practical aspects of television teaching, teaching methods introduced on the basis of analysis of the results of the investigations, evaluation of the programs immediately after a broadcast, and the costs for extramural tuition before and after the introduction of educational television.

310. SHAFFER, MELVIN C. "Educational Television in the Soviet Union." *Audiovisual Instruction:* 15, no. 3, March 1970. pp. 69–73.

The author went to the Soviet Union in the summer of 1969 with the Study Abroad Group from Temple University, Philadelphia, Pa. He describes a visit to the Central Television of the Soviet Union, Moscow; the work of the Studio of Educational Programs, which has been in existence since 1965; television teaching in preschool establishments and elementary schools; the use of television for lectures in higher educational institutions and its role in medical education; and the training of television personnel.

311. UNESCO. *Television and Further Education of Employed* (European Specialists Symposium, Warsaw, Sept. 9–16, 1968). Warsaw: Publishing House of Polish Radio and Television, 1969. 207 pp.

The Symposium was sponsored by the Government of the Polish People's Republic in cooperation with UNESCO. Participants were specialists in the fields of mass media and education at the university level. "The purpose of the meeting was to discuss a wide range of problems connected with the use of television programmes for further education of working people, particularly at a university level. . . ."

For annotation, see items 307, 308, 309.

See also nos. 73, 159, 216, 280.

Ten-Year Schools

See nos. 3, 35, 74, 80, 82, 84, 95, 154, 158, 205, 250, 258, 259, 265, 267, 268, 269, 280, 294, 312, 324, 330, 332, 338.

Textbooks

312. APANASEWICZ, NELLIE, and SEYMOUR M. ROSEN. *Textbooks for Soviet Schools.* OE-14123. U.S. Department of Health, Education, and Welfare, Office of Education. Washington: U.S. Government Printing Office, 1966. 14 pp.

This list, prepared from Soviet textbooks published in 1964 and 1965, is arranged according to textbooks used in the elementary and secondary schools generally, and those used specifically in grades 1 through 10, or through the elementary-secondary school cycle. Where necessary, English-language translations are given; otherwise, translation of the Russian terms is given in the glossary.

See also nos. 3, 17, 33, 73, 74, 95, 116, 132, 158, 166, 205, 215, 218, 221, 222, 223, 224, 244, 259, 265, 267, 268, 269, 271, 280, 307, 308, 317, 322, 324, 325, 327, 332, 338.

Tolstoi, Count Dmitrii

313. SINEL, ALLEN. *The Classroom and the Chancellery: State Educational Reform in Russia Under Count Dmitry Tolstoi.* Cambridge, Mass.: Harvard University Press, 1973. 335 pp.

Chapter headings: The Dilemma of Education, and Ministerial Solutions to 1866; The Shaping of a Bureaucrat; The Ministry of Education: Its Structure and Authority; Controlling Higher Education; The Entrenchment of the Classical System in Secondary Education; The Classical System in Practice; Educating the Masses; Conclusion.

314. SINEL, ALLEN. "Educating the Russian Peasantry: The Elementary School Reforms of Count Dmitrii Tolstoi." *Slavic Review:* XXVII, no. 1, March 1968. pp. 49–70.

"Throughout the nineteenth century the Russian government brooded over the part it should play in education . . . This paper will analyze the efforts of Count Dmitrii Tolstoi, Minister of Education 1866–80, to resolve this problem in the field of elementary education. . . ."

Trade Schools

See nos. 89, 95, 131, 132, 133, 205, 251, 259, 266, 268, 269, 280, 282, 328, 332, 338, 346.

Trade Unions

See nos. 3, 95, 130, 131, 253, 255, 280, 292, 293, 334, 340.

Universities

See nos. 36, 41, 73, 74, 83, 84, 95, 101, 102, 103, 104, 106, 107, 108, 109, 112, 125, 127, 136, 146, 147, 176, 177, 178, 179, 180, 203, 259, 265, 269, 280, 288, 307, 322, 324, 331, 332, 346.

Upbringing

315. NOVIKOVA, LJUDMILA I., and ALEKSANDER LEWIN. "The Collective and the Personality of the Child." *International Review of Education:* XVI, no. 3, 1970. pp. 323–41.

Information on the development of children's collectives in Soviet and Socialist societies; contributions of such prominent Soviet educators as Krupskaia, Lunacharskii, and Makarenko to the development of collectives; characteristics, structure, and control of collectives; and the influence of collectives on the development of a child's personality and social maturity.

See also nos. 18, 21, 22, 23, 24, 44, 49, 57, 73, 90, 95, 119, 128, 152, 167, 205, 210, 211, 212, 213, 214, 215, 221, 242, 254, 265, 271, 280, 288, 296, 297, 317, 319, 320, 324, 339, 342.

U.S.-U.S.S.R.

316. BRICKMAN, WILLIAM W. "Russia and the United States, 1776–1917: Cultural-Educational Relations Between Two Revolutions." *In-*

ternational Educational and Cultural Exchange: VII, I, Summer 1971. pp. 15–26.

Author explores the various types of early relationships that had existed between the United States and Russia and that "are basic to the many kinds of connections and contacts that have taken place from the 1917 revolution until the present day. . . ."

317. Bronfenbrenner, Urie. *Two Worlds of Childhood: U.S. and U.S.S.R.* New York: Russell Sage Foundation, 1970. 190 pp.

Part I: "The Making of the New Soviet Man" discusses the upbringing of children in the Soviet family and in collective settings (e.g., in preschool centers and in schools), and the psychological implications of Soviet methods of upbringing. Part II: "Child Rearing in America: Past, Present, and Future" discusses major contexts affecting the lives of American children; e.g., the classroom, school, family, peers, neighborhood, and the community at large.

318. DeWitt, Nicholas. "Basic Comparative Data on Soviet and American Education." *Comparative Perspectives on Education* (See item 30). pp. 54–57.

Statistical tables for 1964 and 1965 "revealing the pertinent trends in the educational effort and achievement of the two countries." Tables include information on literacy rates; elementary, secondary, and higher education enrollments and graduations; graduates in engineering, sciences, and technology; educational expenditures.

319. Hollander, Paul, ed. *American and Soviet Society: A Reader in Comparative Sociology and Perception.* Englewood Cliffs, N.J. Prentice-Hall, Inc., 1969. 589 pp.

American and Soviet views are presented on, for example, social values, beliefs, and ideologies; involvement of the government in education (see "The Educative Role of the Soviet State," by D. Chesnokov, pp. 94–97, and "Party Work in Institutions of Higher Education," by B. Mochalov, pp. 98–104); the family; social problems of crime and juvenile delinquency; ethnic minorities; youth; religion.

320. Hollander, Paul. *Soviet and American Society: A Comparison.* New York: Oxford University Press, 1973. 476 pp.

Chapter 5, "Social Values in Education, Religion, and Death," pp. 156–201, includes sections on the social role of education in American and Soviet society, and religion in American and Soviet society; chapter 7, "The Person in Society . . ." pp. 245–99, includes sections on the family and on the upbringing of children; and chapter 8, "American and Soviet Social Problems," pp. 300–73, sections on crime and delinquency, ethnic minorities, and youth.

321. Mueller, Francis J. "The Revolution at Sputnik-Plus-Ten." *The Mathematics Teacher:* LX, no. 7, November 1967. pp. 696–706.

Although changes were already being made in the mathematics

curriculum prior to the emergence of Sputnik in 1957, "in a sense, the flight of Sputnik marked the beginning of our public life in mathematics education. Indirectly, Sputnik gave us an almost instant thrust from the shade of previous anonymity and public unconcern into the sudden glare of widespread attention and scrutiny. . ."

See also nos. 4, 28, 30, 32, 36, 37, 38, 41, 42, 43, 46, 49, 51, 59, 60, 62, 63, 65, 73, 76, 80, 83, 84, 86, 87, 88, 95, 98, 99, 125, 127, 129, 131, 133, 134, 136, 154, 155, 169, 173, 192, 199, 202, 205, 208, 210, 211, 212, 215, 228, 232, 236, 241, 242, 244, 251, 255, 256, 262, 264, 265, 268, 269, 273, 274, 275, 276, 277, 279, 280, 281, 283, 288, 290, 291, 293, 294, 296, 303, 305, 324, 325, 329, 334, 336, 337, 341, 342.

U.S.S.R., Education in the

322. Academy of Pedagogical Sciences. *USSR Education*. Moscow: The Academy, 1970 (?). 103 pp.

Information on preschool education; elementary schools; secondary general, specialized, technical, and vocational schools; higher education; teacher education and teachers; and the international cultural relations of the Soviet Union in the field of education.

323. Adams, Jan S.; George J. Demko; and Warren W. Eason. *The USSR Today: Current Readings from the Soviet Press*, 2d ed. (Selections from the *Current Digest of the Soviet Press* from May 11, 1971 to May 9, 1973). Columbus, Ohio: American Association for the Advancement of Slavic Studies, The Ohio State University, 1973. 116 pp.

See "Soviet Emphasis on Universal Secondary Education," pp. 24–26; "Preschools and the Question of the Best Age to Begin First Grade," pp. 26–27; "Special Problems of Rural Schools in the USSR," pp. 27–29; "Teacher Training for Elementary and Secondary Schools," pp. 29–30; and "Higher Education: Exams and Stipends," pp. 30–32.

324. Arnstein, Sherry R., and Ellen L. Sudow, eds. *Impressions of Education in the USSR* (A Report of the Educational Staff Seminar Study Tour Oct. 28–Nov. 11, 1971). Washington: Educational Staff Seminar/The George Washington University/Institute for Educational Leadership. 62 pp.

Describes visits to the following: KIEV, a kindergarten in the Dnipro District, Kiev University, the Institute for Pedagogical Research, and the Palace of Young Pioneers; LENINGRAD, a kindergarten in the Kalinin District, Polytechnical School No. 10, Leningrad University, Hertzen Institute for Teacher Training, and the Institute of Sociological Research; MOSCOW, a regular 10-year school, a specialized secondary school with English as the language of instruction, Polytechnical School No. 127, Moscow University, Patrice Lumumba University, the All-Union Ministry for Higher and Specialized Second-

ary Education, the Academy of Pedagogical Sciences, the Scientific Institute for Preschool Education, the Institute of the USA, and the Institute of General Pedagogy.

325. BENTON, WILLIAM. *The Teachers and the Taught in the U.S.S.R.* New York: Atheneum, 1966. 174 pp.

In May 1964, the author visited the Soviet Union for the fifth time. In his meetings with top Soviet officials, including Nikita Khrushchev, the principal subject of many of the discussions was education. "Thus . . . the major theme in this book is education in the U.S.S.R. and what we may learn from it that can be applied to the United States. . . ."

326. BRUBACHER, JOHN S. "Notes on Education Behind the Iron Curtain." *Phi Delta Kappan:* 47, no. 4, December 1965. pp. 205–09.

A digest of lectures and conversations of a seminar on Eastern Europe held by the Comparative Education Society, summer of 1964, in Belgrade, Bucharest, Budapest, Moscow, Prague, and Warsaw.

327. DEINEKO, M. *Public Education in the USSR.* David A. Myshne, transl. Moscow: Progress Publishers, n.d., 229 pp.

Includes a general description of the educational system and information on the reorganization of education based on the Dec. 24, 1958 School Law, educational goals, teacher education, adult education, extra-school establishments and activities, and statistical information on educational developments.

328. DEWITT, NICHOLAS. "Union of Soviet Socialist Republics." *The Encyclopedia of Education:* 9, 1971. pp. 292–301.

Includes information on the development of education from the prerevolutionary period through the 1950's; educational planning and education and economic development; general education, technical, and vocational schools; schools for rural and working youth; higher education; and advanced research, training, and degrees.

329. "Education in the U.S.S.R." *The Soviet System in Theory and Practice* (See item 336). pp. 269–72.

"Part A of this chapter consists of an exposition of Western and Soviet views on Soviet education in general; part B deals with Soviet higher education. . . ."

See annotated items 60, 101, 106, 167, 245, 336, 337.

330. GUSTAFSON, A. M. "Russian Education: Fact and Folklore." *Changing Dimensions in International Education* (See item 124). pp. 137–59.

Subject headings: Education as a Product of the Revolution, The Nine-Year Labor School, The Seven and Ten-Year School, Social Studies in the Soviet Union, The Eight-Year and Eleven-Year Schools, The New Ten-Year School, Criticism of Soviet Education in the U.S.S.R., Moving Forward.

331. KOLMAKOVA, M. N. "Higher, Specialized Secondary, Vocational and Technical Education." *Education in the USSR* (See item 333). pp. 120–34.

Information on the basic types of university-level institutions, classification of curriculums according to three major divisions of subjects (socioeconomic, general science, and various subject majors), administration and organization of the university-level schools, enrollments and graduates; the kinds and purposes of specialized secondary and technical and vocational schools that train specialists and workers for all branches of the Soviet economy.

332. KREUSLER, ABRAHAM. "U.S.S.R." *Perspectives on World Education*. Carlton E. Beck, ed. Milwaukee: University of Wisconsin, 1970. pp. 113–30.

Describes education in prerevolutionary Russia; education after the revolution of 1917, including information on the 9-, 10-, and 11-year schools; the education reforms of 1958; and the educational system since 1958; e.g., information on the administration of education, preschool education, the 8-year schools, boarding schools, part-time studies, technicums, higher education, teacher education, and youth organizations.

333. KUZIN, N. P., and M. I. KONDAKOV, eds.; Fainna Glagoleva, transl. *Education in the USSR*. Moscow: Progress Publishers, 1972. 148 pp.

For annotation, see items 2, 5, 119, 175, 214, 243, 298, 304, 331, 340.

334. MAHDESIAN, ZAVEN M. "A Visit to Moscow's Schools." *The Clearing House:* 44, no. 3, November 1969. pp. 166–68.

In 1967 a Comparative Education Study Tour, sponsored jointly by The Comparative and International Education Society, the National School Boards Association, and Phi Delta Kappa, visited Moscow schools. The author gives his impressions of the trip and of his visit to an elementary school, where he observed a social studies class and a class in trigonometry and was taken on a tour of the school library, the chemistry and physics laboratories, and various classrooms; a visit to a secondary specialized school teaching music; a meeting with officers of the Trade Union of Teachers; and attendance at a seminar on school finance.

335. MORRISON, DONALD, and SAM M. LAMBERT. "From Moscow to Irkuts to Leningrad." *Today's Education:* 60, no. 9, December 1971. pp. 36–40.

The authors, NEA President and Executive Secretary, respectively, were invited by the USSR Educational and Scientific Workers' Union to visit the Soviet Union in September 1971. They discuss their 2-week trip, which included a visit to Moscow University, a meeting with the Minister of Education of the Uzbek Republic and visits to

several schools there, and a visit to a teacher-training institution in Leningrad.

336. SHAFFER, HARRY G. *The Soviet System in Theory and Practice: Selected Western and Soviet Views.* New York: Appleton-Century Crofts, 1965. 470 pp.

See also chapter VII, "Education in the U.S.S.R.," pp. 269–319 and nos. 60, 101, 106, 167, 245, 329, 337.

337. STRUMILIN, S. G. "The Effectiveness of Education in the U.S.S.R." *The Soviet System in Theory and Practice* (See item 336). pp. 281–89. From *Ekonomicheskaia Gazeta,* Apr. 2, 1962, and translated in *Soviet Education,* Apr. 1962, pp. 3–11.

Author "evaluates Soviet education primarily in terms of the economic benefits which Soviet society has derived from its investment in education. . . ." Information on educational planning, expenditures on education, and the development of secondary and higher education as a result of the elimination of mass illiteracy and the introduction of universal obligatory 4-year elementary schooling. Enrollment and graduation figures are given for the years 1914, 1930, 1940, 1950, and 1960 for general education, specialized education, and higher education schools.

338. USSR Ministry of Education. *Public Education in the USSR 1971–1973.* Moscow: The Ministry, 1973. 43 pp.

Principal headings are: Education in the Ninth Five-Year Plan (1971–1975), Preschool Education, General Secondary Education, Vocational Education, Specialized Secondary Education, Higher Education, The Soviet Teacher/Training Teachers, Financing Education, Public Education Administration, 1973 Legislation on Public Education. A list is given of the main official acts, passed during 1970–72, pertaining to the economic development plan of the USSR and to education.

339. *Where the Building of Sputniks Begins* (Education in the U.S.S.R.). Moscow: Progress Publishers, 1968. 40 pp.

"This illustrated brochure . . . gives you an insight into Soviet secondary schools and institutions of higher learning . . . It offers you some facts and figures on education in the USSR. . . . From this brochure you will learn how under Soviet power a semi-literate and economically backward country became the homeland of sputniks and cosmonauts."

340. ZIMIN, P. V. "The Soviet School System." *Education in the USSR* (See item 333). pp. 33–70.

Includes a detailed description of the administration, financing, and organization of the school system; subjects taught at the elementary and secondary levels; teaching staff; teaching methods and media; examination, grading, and promotion procedures; organization of the

school year, school week, and school day; the role of parents and the community in school affairs; and youth and teachers' organizations.

See also nos. 35, 73, 95, 181, 193, 215, 253, 255, 259, 265, 269, 273, 274, 275, 276, 278, 279, 280, 281, 288.

Veterinary Education

341. World Health Organization. *World Directory of Veterinary Schools, 1964*. Geneva: WHO, 1968. pp. 197–204.

Information on administration, admissions, requirements, curriculums, examinations, graduation and licensing requirements; and names and addresses of the schools in each Republic.

See also nos. 43, 103.

Vocational Education

See nos. 4, 12, 19, 23, 24, 31, 35, 40, 46, 47, 50, 51, 56, 60, 62, 63, 73, 74, 84, 89, 91, 94, 95, 98, 101, 104, 106, 154, 155, 174, 193, 205, 221, 223, 224, 239, 240, 243, 249, 250, 251, 253, 255, 259, 264, 265, 266, 267, 268, 269, 278, 280, 282, 288, 289, 299, 322, 324, 327, 328, 331, 332, 335, 337, 338, 339, 346.

Women, Education of

See nos. 21, 23, 26, 95, 108, 110, 131, 166, 205, 212, 228, 241, 250, 253, 265, 269, 280, 281, 288, 293, 295, 303, 327, 342, 343, 344, 345.

Women, Status of

342. Brown, Donald R., ed. *The Role and Status of Women in the Soviet Union*. New York: Teachers College, Columbia University, 1968. 139 pp.

Collection of essays on the economic, educational, family, legal, political, and social status of women in the USSR.

343. Dodge, Norton T. *Women in the Soviet Economy: Their Role in Economic, Scientific, and Technical Development*. Baltimore: The Johns Hopkins Press, 1966. 331 pp.

Includes chapters and statistical tables on the education and training of women and on their educational and professional attainments and achievements in science and technology.

344. Lennon, Lotta. "Women in the USSR." *Problems of Communism:* XX, no. 4, July–August 1970. pp. 47–58.

"Everywhere women feel dissatisfaction with their unequal lot . . . and much remains to be done to achieve equal status for women in all societies . . . Communist or non-Communist. It is against this reality that one must assess the claim of the Soviet Union that its women have actually achieved equality with men. We shall examine this

claim not with the purpose of making invidious comparisons (for women in the USSR have doubtless made significant strides) but in order to clarify the true situation of Soviet women which underlies the official myth. . . ."

345. TATARINOVA, NADEZHDA. *Women in the USSR*. Moscow: Novosti Press Agency Publishing House, n.d., 111 pp.

Includes information on the education of women and statistical tables on the number of female students in secondary and higher educational institutions.

See also nos. 21, 23, 26, 65, 95, 110, 131, 155, 166, 185, 205, 212, 228, 241, 242, 249, 250, 251, 253, 265, 269, 280, 281, 288, 291, 293, 295, 303, 317.

Work-Study Methods

346. MOOS, ELIZABETH. *The New Work-Study Program in Soviet Education*. New York: National Council of American-Soviet Friendship, 1965. 45 pp.

Contents: Work-Training, Philosophy and Goals (Polytechnical Education); The Eight-Year School (The Work Program); Choosing a Career (Out-of-School Activities; Work for Eight-Year School Graduates); General Polytechnical Secondary Schools with Labor Training (Schools in Alma Ata, Baku, and Moscow); Organizational Problems of Work-Training in Schools; Technicums (Special Secondary Schools); Vocational Trade Schools; Study on the Job; Higher Education (Universities, Institutes, Study on the Job in Higher Schools).

See also nos. 5, 19, 24, 74, 89, 106, 152, 167, 174, 240, 259, 268, 269, 280, 282, 307, 308, 332.

Yearbooks

347. LAUWERYS, JOSEPH A., and David G. Scanlon, eds. *The World Year Book of Education*. New York: Harcourt, Brace and World, Inc.

Publication covers various phases and developments of education throughout the world.

For annotation, see items 55, 85, 89, 282.

See also nos. 103, 109.

Youth Organizations

See nos. 3, 8, 17, 22, 23, 24, 25, 33, 49, 62, 74, 91, 95, 100, 108, 111, 119, 129, 130, 131, 136, 149, 160, 162, 174, 176, 215, 221, 223, 224, 242, 251, 255, 259, 265, 266, 267, 268, 269, 280, 288, 291, 292, 293, 295, 296, 297, 315, 317, 322, 324, 327, 332, 338, 339, 340.

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